DOCUMENT RESUME

ED 296 658 HE 021 528

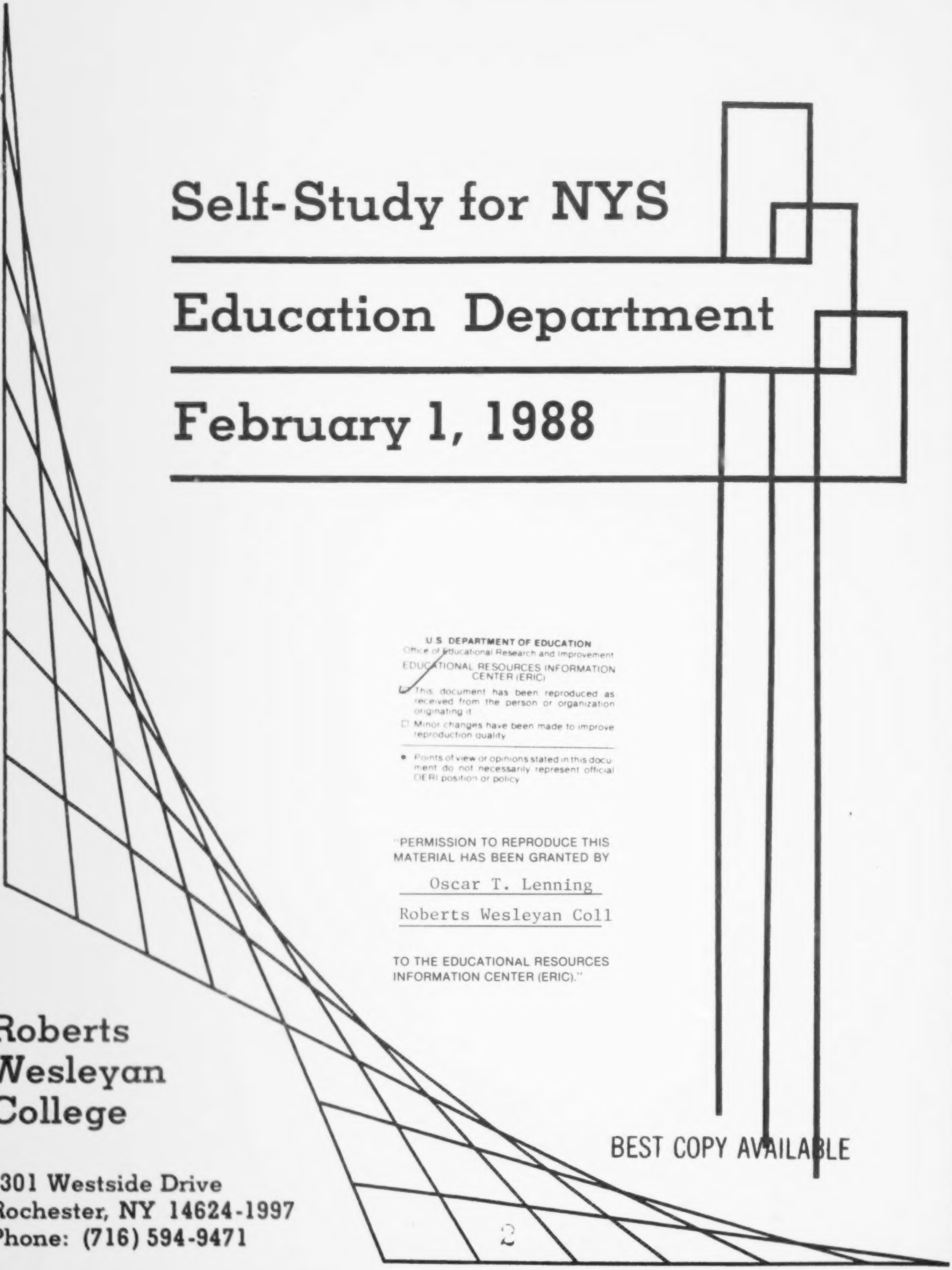
TITLE	Self-Study for NYS Education Department. Roberts Wesleyan College.
INSTITUTION	Roberts Wesleyan Coll., Rochester, NY.
PUB DATE	1 Feb 88
NOTE	474p.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	Check Lists; Educational Assessment; *Educational Quality; Higher Education; *Institutional Evaluation; Private Colleges; Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups); Statistical Analysis; Teacher Education Programs
IDENTIFIERS	*New York; *Roberts Wesleyan College NY

ABSTRACT

The self-study of Roberts Wesleyan College, prepared for the New York State Education Department (NYSED) Self-Study is provided. The Middle States Self-Study committees were used for review and editorial purposes in the NYSED Self-Study. Information is included on: programs used in the review, curricula and awards, faculty, admissions, administration, and resources. The teacher education program was found to be particularly dynamic. Eleven appendices include information on current goals for the six academic divisions and for teacher education programs; check sheets for teacher education and other programs; information and forms used during student teaching and during observation or participation; draft of a proposed elementary education program; statement of the affirmative action program; advisement materials; Keating Library student evaluation questionnaire; and materials on facilities, equipment, and resources supporting education programs. Contains 17 tables and 22 figures. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED296658



Self-Study for NYS

Education Department

February 1, 1988

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Oscar T. Lenning
Roberts Wesleyan Coll
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 021 528

Roberts
Wesleyan
College

2301 Westside Drive
Rochester, NY 14624-1997
Phone: (716) 594-9471

BEST COPY AVAILABLE

TABLE OF CONTENTS

PAGE

I. Introduction 1

II. Programs Included in the Review 29

III. Curricula and Awards 32

IV. Faculty 67

V. Admissions 80

VI. Administration 88

VII. Resources 93

VIII. Summary 99

Appendices:

1. Current Goals for the Six Academic Divisions 103

2. Goals and Objectives for Teacher Education Programs 151

3. Checksheets for Teacher Education Programs 257

4. Checksheets for Other Programs 275

5. Information and Forms Used During Student Teaching 309

6. Information and Forms Used During Observation/Participation Experiences 349

7. Proposed Elementary Education Program 357

8. Affirmative Action Program 363

9. Advisement Materials 373

10. Keating Library Student Evaluation Questionnaire 391

11. Facilities, Equipment and Resources Supporting Education Programs 411

LIST OF FIGURES

PAGE

1. 1988-89 RWC Middle States Self-Study Organizational Structure 3
2. List of RWC Instructional Programs 30
3. Mission Statement 33
4. RWC Strategic Planning Process 35
5. 1988-89 Institutional Goal Priorities 36
6. 1987-88 RWC Functional Area Goals 37
7. 1987-88 Student Teachers 47
8. EDU 205 Drug Education 50
9. Requirements for Admission to Teacher Education Programs 53
10. NTE Core Battery Score Averages by Year 56
11. 1989-90 RWC Academic Calendar 58
12. Daily & Final Examination Schedules for 1987-88 59
13. Format for Submission of Course Proposal 60
14. Process & Content Criteria for Selection of Gen. Ed. Courses 61
15. RWC Academic Program Review Procedures 65
16. RWC Faculty Growth Plan Format 69
17. Cumulative Trend of Student Course Evaluations 72
18. 1987 New Faculty Orientation Program Schedule 75
19. Statement of Nondiscrimination & Affirmative Action in Hiring 90
20. Library Data for NYSED Curriculum Review 94
21. Art Education Student Evaluation 101
22. SRI Preservice Teacher Perceiver Interview Summary 102

LIST OF TABLES

1. Admissions Activity 6
2. Aid Awarded and Aid Recipients by Source of Aid 7
3. Student Enrollment and Degrees Awarded for Academic Year Beginning. . . 9
4. Enrollments 10
5. Opening Fall Enrollment By Program Area 11
6. Distribution of Students By Major and Year in College 12
7. Pre-Entry Achievement Level of Freshmen 13
8. Nelson-Denny Reading Comprehension Quartile Ranks 14
9. Students Suspended or Placed on Probation for Academic Reasons 15
10. Freshman Drop-Out Percentage Trends 16
11. Fiscal Trends at Roberts Wesleyan College 17
12. Student-Faculty Ratios 19
13. Faculty for 1986-87 68
14. Baccalaureate Enrollments and Degree Awarded Education Programs 82
15 Baccalaureate Enrollments and Degrees Awarded All Baccalaureate Program of the Institution 84
16. Placement Statistics for Class of 1987 97
17. 1986-87 Revenues and Expenditures 98

I. INTRODUCTION

Roberts Wesleyan College is an independent, coeducational, nonsectarian, four-year college of the liberal arts founded by the Free Methodist Church. It is located at the southwest edge of Rochester, New York, approximately eight miles from the city center. Rochester, a five-county metropolitan area of approximately one million people, is an important technological, educational, and cultural center in up-state New York about 60 miles east of Buffalo and Niagara Falls. Approximately forty percent of New York State's exports originated in Rochester during 1983 (more than New York City) and the city has more exports per capita than any city in the nation. Roberts Wesleyan has a reputation of quality teaching resulting in graduates who are dedicated, conscientious, productive, responsible and good workers and citizens.

Roberts Wesleyan College is a legal entity incorporated under the laws of the State of New York, with an Absolute Charter from the Board of Regents of the State University of New York that empowers it to function as a nonprofit, educational institution qualified to provide undergraduate collegiate instruction. The College is authorized to confer the Bachelor of Arts, Bachelor of Science, and Associate of Science degrees. The College is accredited by the Middle States Association of Colleges and Schools, and three of its professional programs have met the stringent requirements for national professional accreditation: Music, accredited by the National Association of Schools of Music; Nursing, accredited by the National League for Nursing; and Social Work, accredited by the Council on Social Work Education.

In 1869, three years after classes had actually begun, the original charter of this institution was issued by the Board of Regents of the University of the State of New York. The school first opened its doors in 1866 as CHILI SEMINARY, primarily through the efforts of the Reverend Benjamin Titus Roberts, A.M. (Wesleyan University), the principal founder of the Free Methodist Church of North America. Both previous to and after 1885, when the name of the institution was changed to A.M. CHESBROUGH SEMINARY to honor an early benefactor, the school operated as a fully qualified and certified academy. In 1921 the so-called "Advanced Department," offering liberal arts courses of junior college grade, was added, although the name "Roberts" in honor of the founder was not assumed until the charter was amended in 1945. At that time the College became ROBERTS JUNIOR COLLEGE.

In 1949, with the nationwide post-war surge of student interest in higher education, the Board of Trustees applied to the New York State Board of Regents for senior college status, with the result that the charter was again amended and the name ROBERTS WESLEYAN COLLEGE adopted--"Wesleyan" to designate the Free Methodist affiliation and at the same time to distinguish the college from Roberts College in Istanbul, Turkey, an institution also chartered by the Board of Regents. In 1952 the charter was made permanent; the courses of study were registered with the State Education Department, and the College was thereafter authorized to confer under its own seal the degrees of bachelor of arts and bachelor of science. The College attained regional accreditation from the Middle States Association of Colleges and Schools in 1964.

The College has a 100-acre main campus. In addition, it has a wooded, hilly 700-acre nature-preserve campus about 50 miles southeast of Rochester, which was added during the 1970's as the Davis Mountain Campus. In the fall of 1987, the College dedicated a new 82,000 square foot, six million dollar Life Fitness Center with an address by Julius Irving, "Dr. J", of professional basketball fame. New facilities for Nursing and for Fine Arts are identified as the next priorities in construction. This, coupled with a number of successful new academic programs and other programmatic developments, along with attaining overall financial stability after severe financial problems during the time of "double-digit" inflation at the turn of the decade, has resulted in a dynamic college with a campus community that is optimistic and excited about the future.

Self-Study Organization and Process

After the attendance by the Academic Dean and two professors in the Teacher Education Division at the Albany orientation meeting provided by the State Education Department in September, the study coordinators--Dr. Oscar Lenning, Vice President for Academic Affairs and Academic Dean, and Dr. Linda Piazza, Chair, Division of Teacher Education, and Associate Professor of Education--determined who on campus would be most appropriate to gather data and do the first draft for each subsection of the self-study. Those people were then contacted, and each received a written charge and some guidelines, with a specified deadline date of December 1. Subsequently, group meetings were held for these "lead writers," to clarify their charge and answer any questions.

In the summer of 1987, work was begun on setting up the formal organizational structure for developing the Middle States Self-Study that will be conducted during 1988-89. A "rough draft" organizational structure was proposed in September to the College's Administrative Committee (the campus-wide committee that deals with institution-wide planning, policy setting outside of academics, and the budget process) which consists of the President as Chair, the other five administrative officers of the College, three faculty members elected at large by the faculty, the elected President of the Student Association, and the elected President of the Staff Association. After modification and approval by the Administrative Committee, the organizational structure was presented to and approved by the faculty, and then by the Board of Trustees at its October meeting. The organizational structure, as approved, is presented in Figure 1.

The decision was made early to use the Middle States Self-Study committees for review and editorial purposes in the New York State Education Department (NYSED) Self-Study. At their organizational and data needs discussion in early December, all of the Middle States committees were informed that one of their required tasks in early January 1988 would be assisting in NYSED self-study report review. After Drs. Lenning and Piazza had completed transforming the "lead writers'" contributions into a draft self-study report that was typed in early January, contacting the lead writers for clarification and/or additional information as they went along, the draft report was: (1) sent to the Middle States editorial committee for editing, (2) separated into relevant sections for separate content review by the pertinent Middle States Self-Study committees, and (3) distributed to the Cabinet Officers and the Academic Division Chairs for their review and

(continued on page 5)

Figure 1

1988-89 RWC MIDDLE STATES SELF-STUDY
ORGANIZATIONAL STRUCTURE

I. Coordinating & Editorial Committee

A. Charge:

1. Coordinate the self-study process, including data needs assistance
2. Determine and distribute editorial policies and guidelines
3. Tabulate, order and edit the subcommittee contributions into an accurate, integrated, meaningful whole
4. Submit self-study drafts to the steering committee for approval and for the development of evaluation judgments to be included in the self-study report after editing by this editorial committee
5. Present final manuscript for Board of Trustees' approval after it has been formally approved by the Steering Committee and the Faculty
6. Edit the 1988 New York State Education Department Self-Study report final manuscript

B. Composition:

1. President of the College (Chair)
2. Vice President for Academic Affairs and Academic Dean (Convener and Vice-Chair)
3. Three senior faculty members, knowledgeable about the total institution, who have special coordinating and editing skills

II. Steering Committee

A. Charge:

1. Receive regular reports from each self-study committee and provide helpful feedback and guidance regarding data decisions, criteria being used and progress being made on substantive matters related to judgments and decisions
2. Review self-study drafts submitted by the Coordinating and Editorial Committee, and make changes
3. Serve as a "judgments team" that makes formative and summative judgments based on the information and recommendations submitted by the seven self-study committees
4. Formulate statements of concern and recommendations for improvement to be included in the final self-study report
5. Approve the final self-study report for submission to the Faculty and the Board of Trustees
6. Evaluate the 1988 New York State Education Department Self-Study report final manuscript and suggest modifications

B. Composition:

1. President of the College (Chair)
2. President of the Student Body (Student Representative)
3. Chair, Vice-Chair, and Administrative Cabinet member representative (staff) of each self-study committee (7 committees)

III. Self-Study Committees

There are seven self-study committees, each responsible for particular areas of concern discussed in Characteristics of Excellence in Higher Education: Standards for Accreditation (Philadelphia, Middle States Association, 1982).

A. Charge for Each Committee:

1. Provide copies of Characteristics of Excellence to each committee member and assure that all committee members have read and understand the entire document
2. Decide what data are needed to provide an accurate, meaningful picture of the institution's status and needs in the committee's assigned areas of concern
3. Collect and analyze the needed data
4. Write statements that summarize the institution's status and needs in the committee's assigned areas of concern and submit them to the Coordinating and Editorial Committee
5. Propose evaluative judgments and recommendations for the committee's assigned areas of responsibility to the Steering Committee
6. Do a content evaluation of the portions of the 1988 New York State Education Department Self-Study report final manuscript that pertain to the committee's assigned area of concern and suggest modifications

B. Composition of Each Committee

1. Senior faculty chair and vice-chair for each of the seven committees; chosen to assure representation from both sexes, inclusion of all six academic division chairs, and as little overlap as possible between the person's college area of responsibility and the committee's assigned areas for review
2. Administrative cabinet member responsible for the assigned areas, to serve as staff coordinator for gathering any data the committee desires
3. Trustee representative appointed by the Chairman of the College's Board of Trustees
4. Student representative appointed by the President of the Student Body
5. Faculty members, who were given either their first or second choice in terms of committee on which to serve (all faculty half-time or more were assigned to one of the seven committees), provided--when possible--that their faculty position did not directly involve the committee's assigned areas on a regular basis

feedback. After revision based on those reviews (the self-study committees included all full-time faculty along with student and Board of Trustees representatives) and then by the Middle States Steering Committee (that included the President as Chair), the report was sent to the Administrative Committee, Faculty, and the Board of Trustees for their official approval.

Organization and Content of This Report

This introductory chapter sets the context and reviews the developmental process for the self-study. The next chapter lists the programs covered by this review and provides additional information as specified in the NYSED *Guide for Self-Study*. Chapters II through VII review the programs in terms of the applicable sections of the *Commissioner's Regulations and Regents Rules* specified in the NYSED *Guide for Self-Study* in the order and as clustered therein. The final chapter presents the conclusions and recommendations that came out of the self-study. Items of documentation more than several pages long are included as appendices to the report.

Chapter I closes with a series of institutional data trend tables (Tables 1-12) that summarize the condition and important characteristics of the College over time. There are brief interpretive script summaries at the bottom of each table that interpret the data in that table. Scanning these tables can give the reader an overall feel about the College's situation and status before proceeding to examine the focused script in the body of the report that responds specifically to each regulation that NYSED has identified for the self-study.

Table 1

Admissions Activity

FALL SEMESTER	COMPLETED APPLICATIONS*	%Accepted	OFFERS OF ADMISSION*	% of Accepted Who Enrolled	NUMBER ENROLLED*	FRESHMEN*	TRANSFERS*	RETURNING*	PART-TIME*
1980	336	94	316	67	214	164	42	8	7
1981	325	98	318	62	197	145	44	8	7
1982	394	94	369	57	210	150	56	4	11
1983	462	95	439	55	242	169	63	10	26
1984	435	91	395	56	222	145	66	11	49
1985	401	94	378	58	219	141	69	16	56
1986	413	83	341	62	210	138	56	16	33
1987	405	92	371	60	224	158	59	10	22
1988 (projected)	600	72	430	62	265	185	65	15	43

Each school year our effort is focused upon generating adequate inquiries to sustain the goal of enrolled students. Reading this table from left to right allows the flow of energy and effort to be understood and articulated. Please note the increased numbers in the 1988 line to fully realize the higher enrollment goals.

Table 2

Roberts Wesleyan College:

Aid Awarded and Aid Recipients by Source of Aid

	Dollars Awarded						Aid Recipients					
Student Aid Source:	1983-4	1984-5	1985-6	1986-7	1987-8	%Change 1983-4/ 1987-8	1983-4	1984-5	1985-6	1986-7	1987-8	%Change 1983-4/ 1987-8
A. GRANTS/SCHOLARSHIPS	$1,273,323	$1,536,445	$1,653,956	$1,844,741	$2,088,852	+ 64.0%						
1. Institutional	316,845	378,606	495,679	700,546	822,890	+159.7%	467	453	476	470	489	+ 5.6%
2. External Gifts	60,461	42,822	54,167	63,201	67,895	+ 12.3%	62	47	42	48	61	- 1.6%
3. New York State	485,392	673,694	663,091	706,916	767,116	+ 58.0%	412	458	451	365	403	- 2.2%
4. Pell Grants	349,975	369,881	377,745	312,630	370,825	+ 6.0%	299	287	273	209	260	-13.0%
5. SEOG	57,700	58,294	61,274	58,548	58,476	+ 1.3%	173	163	177	141	91	-47.4%
6. Other Gov´t Grants	2,950	13,148	2,000	2,900	1,650	- 44.1%	4	6	1	3	1	-75.0%
B. LOANS	$1,284,154	$1,363,532	$1,452,590	$1,332,582	$1,355,336	+ 21.0%						
1. NDSL/Perkins	$ 186,100	$ 200,751	$ 265,455	$ 245,790	$ 251,000	+ 34.9%	231	276	332	*262	*225	-26.0%
2. Federal Guaranteed (GSL,ALAS,PLUS,SLS)	$1,076,154	$1,142,365	$1,154,510	$1,084,292	$1,355,336	+ 25.9%	490	517	487	485	517	+ 5.5%
3. Institutional	$ 10,500	$ 9,616	$ 9,300	$ 2,500	$ 2,800	- 73.3%	18	15	10	3	2	-88.9%
4. Nursing	$ 11,400	$ 10,800	$ 23,325	$ 0	$ 0	-100.0%	12	13	24	0	0	-100.0%

*Reduction these years due to change in GSL limits which enable juniors and seniors to borrow as much as $4000.00 per year.

RWC: Office of Financial Aid (01/21/88)

Table 2 (continued)

Roberts Wesleyan College

OBSERVATIONS REGARDING AID AWARDED 1983-4/1987-8

A. Supplementary information relating to dependent resident students:

	1983-4	1987-8	%increase
1. Direct Expense	$ 6,388	$ 9,183	43.8%
2. Total Cost of Attendance	7,655	10,648	39.1%
3. Avg. Parent Contribution	1,691	2,712	60.4%
4. Avg. Student Contribution	1,035	1,218	17.7%
5. Avg. Financial Need	4,229	6,718	36.3%
6. Avg. Parental Income of FAF filers	24,451	31,072	27.0%

B. Observations:

1. Financial need as a percentage of the total student budget has increased from 55.2% in 1983-4 to 63.1% in 1987-8. Family incomes are not keeping pace with the increasing cost of attendance.

2. Average institutional awards increased from $679 in 1983-4 to $1683 in 1987-8. New York State increases ($1178 - $1903) though significant, have not kept pace with increases in cost. RWC cannot long afford to fill the void created by stagnant state and federal programs which reach fewer students each year.

3. With approximately 85% of full-time students borrowing annually, too many students leave RWC heavily in debt. The average Federally-Guaranteed Loan in 1987-8 is $2621, up 19.4% since 1983-4. More disconcerting than this is the fact that NDSL/Perkins Loans have reached a high average of $1116, primarily as a secondary loan to half of the GSL borrowers.

RWC:Office of Financial Aid(1/29/88)

Table 3

STUDENT ENROLLMENT AND DEGREES AWARDED FOR ACADEMIC YEAR BEGINNING . . .

	1980	1981	1982	1983	1984	1985	1986	1987	1988
Number of Fall Full-time Undergraduates	579	575	579	602	610	609	595	667	
Number of Fall Part-Time Undergraduates	28	24	36	70	70	106	108	77	
Total Fall Head Count	607	599	615	672	680	715	703	744	
Total Full-time Equivalent Students	580	583	594	627	624	631	616	685	
Total Fall Full-Time Men	182	183	205	231	209	217	213	250	
Total Fall Full-time Women	399	392	374	371	401	392	382	417	
Total Number of Degrees Awarded	125	125	130	136	108	120	145	--	

An analysis of the data above indicates that from 1980 to 1987 the number of students has increased by 22%. This increase has been steady but gradual. The only exception was a slight decrease in 1986. In general, 1987 figures exceeded 1985. The table below shows the percent of increase in 1987 over 1980:

Number of Full-Time Undergraduates	15%
Number of Part-Time Undergraduates	175%
Total Head Count	22%
Full-Time Equivalent	18%
Full-time Men	37%
Full-time Women	4%
Number of Degrees Awarded	16%

Table 4

ENROLLMENTS

ACADEMIC YEAR BEGINNING:

	1981	1982	1983	1984	1985	1986	1987
Fall full-time head count	575	579	602	610	609	595	667*
Fall total head count	599	615	672	680	715	703	744*
Fall F.T.E.	583	594	627	624	631	616	685*
Summer school head count	**	91	84	119	144	146	166
Summer school credit hours	45	332	292	484	757	616	960
Continuing education head count for those completing non-credit or CEU credit courses	***	***	995	910	765	654	**

---

*These figures include the fifty-one full-time degree students in the evening non-traditional Management of Human Resources (MHR) program. The total enrollments excluding MHR (with the increase or decrease from the fall of 1986 given in parentheses) are: full-time head count-616 (+17); total head count-693 (-10); full-time equivalent-631 (+15).

**Head count not available

***Continuing education program had not been developed

Table 5

OPENING FALL ENROLLMENT BY PROGRAM AREA *

	1981	1982	1983	1984	1985	1986	1987	1986-87 change
Accounting							10	+10
Art	12	15	10	9	3	9	9	---
Art Education	8	4	5	6	15	15	17	+ 2
Biology (including med. tech.)	12	17	20	18	16	20	25	+ 5
Business Administration		31	51	58	74	82	68	-14
Chemistry	4	1	3	8	8	3	6	+ 3
Communication					8	16	25	+ 9
Computer Science	16	25	29	44	44	26	25	- 1
Contemporary Ministries					13	9	11	+ 2
Criminal Justice							12	+12
Elementary Education	51	44	45	64	71	76	74	- 2
English	8	8	9	11	13	18	17	- 1
Gerontology						5	4	- 1
History & Comprehensive Social Studies	11	10	11	12	14	11	14	+ 3
Management of Human Resources							51	+51
Mathematics	9	9	14	22	23	19	21	+ 2
Music (fine arts)	23	27	27	16	20	20	15	- 5
Music Education	45	52	42	42	36	37	35	- 2
Nursing	191	186	170	156	146	113	96	-17
Psychology	27	22	27	32	32	40	44	+ 4
Religion & Philosophy	42	42	46	37	44	27	29	+ 2
Sci.(Comp.), Physics, Engineering	13	18	13	15	8	11	10	- 1
Social Work	39	42	48	40	36	45	44	- 1
Sociology	5	3	6	6	4	7	7	--
Undecided	**	33	18	62	60	87	75	-12

Current upward trends are apparent for art education, biology, communication, teacher education, and psychology. Unfortunately, the dramatic downward decrease in nursing enrollment has continued for another year, although freshman nursing enrollment is up; in addition there was a significant drop in business administration and music after they had both reached high points. Chemistry, computer science, and religion-philosophy all had large percentage drops last fall, but appear to have stablized or turned upward this fall. After five students in its first year, the gerontology program decreased by one student; a danger sign, since a new program should pick up new freshmen each year for the first several years without losing anyone from graduation. The accounting, criminal justice and management of human resources majors are all off to a good start in their initial year.

---

* These figures are based on Registration Office student records as of September 16 each year for traditional day-time program students, and for the non-traditional evening MHR program on students enrolled during September for their first or second half year (any MHR student can only be included in semester I statistics once, and in Semester II statistics once, because it is a year-long completion degree program. Those having double majors are only counted once, for the program area that they listed first on their registration forms. For example, a number of those students listed in elementary education are also majoring in psychology.

**Not available

Table 6

DISTRIBUTION OF STUDENTS BY MAJOR AND YEAR IN COLLEGE
Semester I, 1986-87 to Semester I, 1987-88

	Freshmen		Sophomores		Juniors		Seniors		Specials	
Major	'86	'87	'86	'87	'86	'87	'86	'87	'86	'87
Accounting		6		1		3				
Art Education	1	5	5	4	6	4	3	4		
ART	3	5	2	1	1	1	3	2		
Biology	7	7	2	4	7	5	1	5		
Bio Medical Technology	1	1	1	1	1	1		1		
Business Admin.	36	26	14	15	14	14	16	11	2	2
Chemistry	2	2	1	3		1				
Comprehensive Sciences	1			1			1			
Criminal Justice		9		3						
Communication	6	10	4	6	3	5	3	4		
Computer Science	7	11	10	4	2	8	7	2		
Compreh Social Studies	1	2		2						
Contemporary Ministries	1	1	3	4	3	3	2	3		
Elementary Education	21	22	16	15	20	13	19	23		1
English	1	4	5	4	7	3	5	5		1
Engineering	7	6		1	2					
Gerontology	2	1	2			3			1	
History	4	5	1		5	1	5	4		
Management of Human Resources								51		
Music Piano Ped.		1		1				2		
Mathematics	4	7	3	2	6	5	4	5	2	2
Music Education	20	11	7	13	6	3	5	8		
Music	7	6	2	2	5	1	5	2		
Nursing	22	28	24	22	29	17	37	29	1	
Physics			1	1		1				
Psychology	13	14	11	10	7	8	8	10	1	2
Religion Philosophy	11	8	5	7	2	8	9	5	1	1
Sociology	3	2			2		2	5		
Social Work	8	11	14	7	12	12	11	12		2
Undecided	21	30	2	4	1	2			63	39
TOTAL	210	241	135	138	141	122	183	142	71	50

Table 7
PRE-ENTRY ACHIEVEMENT LEVEL OF FRESHMEN

	1980	1981	1982	1983	1984	1985	1986	1987	1988
SAT Verbal (mean) RWC	451	464	468	457	425	450	433	447	
SAT Verbal (mean) National	424	424	426	425	426	431	431	430	
SAT Quantitative (mean) RWC	491	505	471	481	434	482	468	476	
SAT Quantitative (mean) National	466	466	467	468	471	475	475	476	
Top fifth high school rank	37%	40%	35%	37%	40%	35%	32%	29%	
2nd fifth high school rank	36%	23%	26%	23%	22%	20%	27%	26%	
3rd fifth high school rank	17%	23%	12%	18%	16%	14%	13%	15%	
4th fifth high school rank	9%	10%	6%	8%	6%	8%	9%	14%	
5th fifth high school rank	1%	1%	3%	2%	3%	3%	6%	3%	
Unknown	0%	3%	18%	13%	13%	20%	12%	13%	

The College has for many years used the mean SAT verbal and math scores and the high school class rank as two ways to ascertain the academic strength of entering freshmen. From 1980-1987 both the SAT verbal and quantitative mean scores for freshmen entering Roberts Wesleyan College have been above the national average and have remained relatively constant.

In those same years, 1980-1987, the percentage of freshmen who were in the top 40% of their high school graduating class has declined from 73% to 55%.

During the same period the percentage of freshmen graduating in the bottom 40% of their high school class and entering Roberts Wesleyan College increased by 7%.

It is significant that over half of the freshmen (55%) were in the top 40% of their high school classes.

Because an increasing number of high schools are no longer providing class rank, greater numbers of freshmen enter Roberts without this information.

TABLE 8

NELSON-DENNY READING COMPREHENSION QUARTILE RANKS (BASED ON NATIONAL NORMS) FOR ROBERTS WESLEYAN COLLEGE FRESHMAN

Quartile	1980 n=98	1981 n=0	1982 n=185	1983 n=134	1984 n=160	1985 n=138	1986 n=146	1987 n=156	1988 n=
1	7%		22%	26%	22%	29%	14%	11%	
2	13%		20%	16%	29%	22%	21%	25%	
3	29%		23%	26%	27%	22%	40%	31%	
4	51%		35%	32%	22%	27%	25%	33%	

From 1982 to 1985 the number of Roberts Wesleyan College freshman scoring below the 50th percentile (according to national norms) increased gradually to 51 percent. In 1986 and 1987 the number of Roberts Wesleyan College freshman scoring below the 50th percentile fell to 35 percent. The number of Roberts Wesleyan College freshman scoring above the 50th percentile nationally decreased from 1982 to 1985, but rose to 65 percent in 1986 and 1987.

**The changeover of administrations took place in the summer and fall of 1981, and due to an oversight in the transition, no incoming freshmen were tested with the Nelson-Denny in the fall of 1981.

Table 9
NUMBER OF STUDENTS SUSPENDED OR PLACED ON PROBATION FOR ACADEMIC REASONS

Term	1980-81*	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
I	20	15	42	63	77	41	51	49	
II	11	15	13	65	49	44	42	--	

At the end of each semester and summer session, the Academic Guidance Committee reviews the record of each student whose grade point average is below 2.00 either for the term just completed or for a total average; or who was reviewed by the committee the previous semester. Students who fail to attain the expected average (current catalogue page 37) are placed on academic probation. As a rule students are expected to achieve a g.p.a. that will allow them to be removed from probation within two semesters. Students who fail to demonstrate that they can and will do the work are suspended.

It is the purpose of the Academic Guidance Committee to encourage in every reasonable way each student to be successful. Probation and suspension are two of these means. Academic probation is combined with other efforts. Some other efforts are: (1) counseling, (2) urge to seek help in the Learning Center, and (3) a limited load (12 semester hours).

---

* The academic calendar changed after this year from a three-term to a two-semester system.

TABLE 10

Freshmen Drop-Out Percentage Trends

	Students who entered as freshmen at the beginning of:				
	1982-83 (N=150)	1983-84 (N=172)	1984-85 (N=161)	1985-86 (N=144)	1986-87 (N=135)
Left after arriving on campus as freshmen and before attending classes	8% (12)	1% (2)	1% (1)	0% (0)	0% (0)
Dropped out during first six weeks	12% (18)	5% (10)	1% (2)	2% (3)	1% (1)
Dropped out before Semester II began	19% (28)	24% (42)	9% (15)	9% (13)	8% (11)
Dropped out before the start of third semester	33% (49)	26% (44)	29% (46)	26% (36)	25% (33)

During the last 4-5 years Roberts Wesleyan College has made numerous program changes which have affected not only the overall pride and image of the college but the retention of students. One of the major changes which has seemed to aid retention is the adoption of the New Student Orientation Program and Freshman Seminar. The results achieved by the Retention Program are summarized in Table 10.

The attrition rate during the first several weeks of the school year was uncomfortably high when the Retention Program was initiated. The activities begun in 1982 and 1983 appear to have assisted students in adjusting and adapting to college and the college's ability to help students persist towards a degree has increased sizably. Of the 762 new freshmen entering in the last five years, only 15 or 1.99% dropped in the first six weeks.

During the last academic year, the college's attention has focused on the number of freshman leaving between the first and second semester. Thus, this effort has contributed to the increased retention trend from approximately 67% to 75% at the beginning of the sophomore year when we are endeavoring to continue. Further, (in the summer of 1986) the college began to administer the ACT Withdrawing/Non Returning Student Survey Summary to any students requesting withdrawal from our institution. It was possible to survey 37 students of the 86 students who withdrew the summer of 1986 and 35% returned surveys. Of those leaving, 14% listed financial reasons, 65% listed transfer to another institution and 21% gave no reason.

Table 11

FISCAL TRENDS AT ROBERTS WESLEYAN COLLEGE

REVENUES:	1980	1981	1982	1983	1984	1985	1986	1987	Estimated 1988
Tuition & Fees	1,874,357	2,055,902	2,167,467	2,441,179	2,949,147	3,203,521	3,567,000	3,825,965	4,728,543
Government Approp.	175,065	201,758	156,968	681,826	864,122	882,928	814,849	640,373	434,847
Gifts & Grants	404,594	429,049	550,137	622,273	742,988	616,239	612,719	635,785	560,000
Endowment Income	5,192	6,302	3,409	4,661	17,186	11,746	9,790	31,132	31,000
Other Sources	71,804	104,889	136,216	84,889	77,775	91,584	27,801	66,630	170,300
Auxiliary Enterprises	1,156,135	1,190,088	1,238,534	1,301,787	1,485,334	1,501,868	1,573,161	1,573,357	1,568,480
	3,687,147	3,987,988	4,252,731	5,136,615	6,136,552	6,307,886	6,605,320	6,773,242	7,493,170
EXPENDITURES & MANDATORY TRANSFERS:									
Instruction	1,003,595	1,095,817	1,098,620	1,216,624	1,363,389	1,548,466	1,661,273	1,687,218	1,871,639
Academic Support **	159,328	144,746	137,587	374,953	514,091	553,775	495,338	464,070	312,728
Student Services	312,779	334,463	390,021	452,390	485,093	583,085	614,586	610,597	609,336
Institutional Support	744,510	735,778	787,423	722,446	799,704	884,059	958,503	1,091,162	1,083,762
Operation of Plant	348,291	346,873	391,157	383,254	411,351	639,991	476,845	574,971	800,004
Student Aid	258,739	266,210	271,465	664,536	778,280	883,419	996,521	1,045,948	1,057,652
Principal & Interest	12,362	11,427	10,936	7,385	--	--	--	--	--
Loan Fund Matching	6,618	9,159	3,358	614	--	--	--	--	--
Auxiliary Services & Transfers	1,017,697	485,213	1,085,924	1,252,670	1,548,230	1,239,218	1,344,246	1,264,173	1,758,049
	3,863,919	3,429,686	4,176,491	5,074,872	5,900,138	6,332,013	6,547,312	6,738,139	7,493,170
Net Increase (Decrease) in Fund Balance	(176,772)	588,302	76,240	61,743	236,414	(24,127)	58,008	35,103	-0-
Surplus (Deficit) beginning of year	(597,003)	(773,775)	(215,473)	(145,608)	(83,865)	152,549	128,422	142,578	177,681
Accumulated Current Fund Debt	(773,775)	(215,473)	(139,233)						
Adjustment*			(6,375)				(43,582)		
Accumulated Current Fund Debt	(773,775)	(215,473)	(145,608)	(83,865)					
Fund Balance Surplus					152,549	128,422	142,578	117,681	177,681

*Cumulative effect on prior years (to June 30, 1981) due to a change in an accounting principle

**Includes Title III Funds FY 1983 through FY 1987

Table 11 (continued)

ANALYSIS OF TABLE 11

An analysis of the data in Table 11 reveals significant improvements in fiscal trends at Roberts Wesleyan College from 1980 to the present. Substantial accumulated debt shown in the 1980 current fund has been steadily reduced, eliminated, and replaced by fund balance surpluses.

During the period from 1980 through 1987, the proportion of revenues generated from tuition and fees increased by only 6.5%. Expenditures for the instructional portion of the budget during those same years remained constant at 25.9% while academic support expenditures increased slightly from 4.1% to 6.8%, student services expenditures increased from 8% to 9%, and student aid expenditures grew from 6.7% to 16% of total expenditures and mandatory transfers. Institutional support decreased from 19.2% in 1980 to 16.2% in 1987.

Fiscal year 1988 revenues, as projected, are characterized by a modest increase in tuition, an end to Title III funds, and a small increase in other sources. Projected expenditures include 26% for instruction; very slight proportional decreases in academic support, student services, and institutional support; and an increase of $315,000 in the operation of plant and auxiliary services lines representing 4.3% of total expenditures for the operation of a major, new facility--the Life Fitness Center--and its programs.

New efforts are being made to increase student enrollment. By increasing enrollment and holding current expenditure patterns steady, we expect to be in a position to address the need for salary increases.

Table 12

STUDENT FACULTY-RATIOS
Fall Semester 1985, 1986, 1987

(The following educational experiences are excluded from this report: applied music, cooperative education, courses offered for variable credit, directed studies, independent studies, internships and music ensembles.)

Division of Fine Arts

	1985	1986	1987
Art 100	13.83	13.46	11.14
Art 200	9.59	7.79	6.74
Art 300	4.22	2.01	4.49
Art 400	--	2.67	22.55*
Department Average	10.98	8.86	9.89
Music 100	16.25	16.81	14.00
Music 200	4.55	5.87	9.41
Music 300	5.42	--	19.60
Music 400	2.90	--	19.60
Department average	8.80	10.52	10.26
Piano Pedagogy 100	--	3.61	7.74
Piano Pedagogy 200	--	--	1.54
Piano Pedagogy 400	--	.77	--
Department average	--	2.45	4.02
Division Average	9.94	9.05	9.62

*(Inc. St. teaching)

Table 12 (continued)

Division of Natural Science & Mathematics

	1985	1986	1987
Biology 100	25.60	19.46	28.08
Biology 200	10.53	11.16	11.75
Biology 300	4.91	3.57	7.07
Biology 400	7.50	3.34	--
Department average	13.68	12.52	16.06
Chemistry 100	14.34	9.22	10.58
Chemistry 200	3.32	6.78	3.13
Chemistry 300	2.55	--	--
Chemistry 400	1.63	--	--
Department average	10.24	9.88	8.26
Computer Science 100	32.00	12.94	10.62
Computer Science 200	14.72	10.84	7.72
Computer Science 300	10.46	4.25	6.16
Computer Science 400	9.28	3.87	--
Department average	18.15	11.13	9.46
Earth Science 100	--	6.42	--
Department average		6.42	
Mathematics 100	14.03	10.83	15.86
Mathematics 200	16.13	16.26	13.31
Mathematics 300	17.04	--	3.84
Mathematics 400	--	--	--
Department average	15.46	13.05	12.65

Table 12 (continued)

Division of Natural Science & Mathematics, continued

	1985	1986	1987
Physics 100	7.25	6.51	8.72
Physics 200	7.91	4.19	12.03
Physics 300	--	--	10.20
Physics 400	--	--	--
Department average	7.82	5.63	11.04
Division average	13.53	9.76	11.64

Table 12 (continued)

Division of Social Science and Business Administration

	1985	1986	1987
Accounting 200[1]	--	--	26.32
Accounting 300[1]	--	--	4.38
Accounting 400	--	--	1.54
Department average			8.20
Business Administration 100	26.32	20.51	32.48
Business Administration 200	23.75	22.70	18.56
Business Administration 300	6.19	5.97	13.16
Business Administration 400	5.40	.77	--
Department average	14.57	11.67	18.10
Economics 200[1]			27.84
Economics 300[1]			7.27
Department average			17.78
Political Science 300	--	3.09[2]	6.16[2]
Department average	--	3.09[2]	6.16[2]
History & Political Science 200	16.25	--[2]	--[2]
History & Political Science 300	3.48	3.09	6.16
History & Political Science 400	--	--	--
Department average	11.14	3.09	6.16

[1] Reported with Business Administration in 1985 & 1986.

[2] In 1986 History was moved from the Division of Social Science and Business Administration to the Division of Religion and Humanities. These figures are based on Political Science only.

Table 12 (continued)

Division of Social Science and Business Administration, continued

	1985	1986	1987
Gerontology 100	10.08	--	4.64
Gerontology 200	--	8.51	--
Gerontology 300	--	--	7.72
Gerontology 400	--	--	--
Department average	10.08	8.51	6.18
Psychology 100	33.80	32.77	30.44
Psychology 200	27.88	16.26	24.76
Psychology 300	14.60	17.80	15.52
Psychology 400	12.00	10.32	9.28
Department average	21.22	19.89	20.30
Sociology 100	41.00	34.84	42.56
Sociology 200	16.26	20.51	19.32
Sociology 300	12.38	12.93	--
Sociology 400	--	9.67	--
Department average	19.66	16.19	30.94
Social Work 100	15.48	17.03	19.32
Social Work 200	16.24	14.70	17.80
Social Work 300	10.46	18.58	12.38
Social Work 400	--	9.67	11.04
Department average	13.16	13.43	14.24
Criminal Justice 100	--	--	13.90
Department average			13.90
Division average	16.87	14.56	16.02

Table 12 (continued)

Division of Religion and Humanities

	1985	1986	1987
Philosophy 200	17.80	37.93	22.44
Philosophy 300	9.28	--	8.48
Department average	15.67	37.93	18.95
Communication 100	15.40	13.92	14.07
Communication 200	14.97	12.38	11.35
Communication 300	--	5.80	--
Communication 400	--	6.19	8.48
Department average	15.18	10.10	12.00
Composition 100	14.50	14.44	14.35
Composition 200	--	--	--
Composition 300	13.16	--	10.81
Department average	14.29	14.44	13.38
Literature 200	12.38	16.25	12.84
Literature 300	--	8.51	--
Literature 400	--	11.61	--
Department average	12.38	14.02	12.84
Bible 100	34.32	35.61	35.60
Bible 200	21.28	34.80	26.32
Bible 300	10.32	13.93	16.24
Bible 400	--	--	--
Department average	23.89	26.78	27.61

Table 12 (continued)

Division of Religion and Humanities, continued

	1985	1986	1987
Biblical Theology 300	9.29	9.28	--
Department average	9.29	9.28	--
Pastoral Studies 300	8.29	3.55	--
Department average	8.29	3.55	--
Religious Studies 300	10.84	3.86	6.16
Department average	10.84	3.86	6.16
Language 100	11.97	15.16	10.53
Lanugage 200	7.84	9.29	7.46
Department average	10.21	13.43	9.19
History 200	--	26.32	28.12
History 300	--	8.13	--
Department average	--	19.04	28.12
Division average	14.90	15.25	15.64

Table 12 (continued)

Division of Teacher Education & Physical Education

	1985	1986	1987
Education 200	56.50	29.06	17.18
Education 300	13.60	15.80	11.67
Education 400	26.73	27.30	24.06[3]
Department average	21.44	22.31	17.05
Physical Education 100	11.71	14.06	12.43
Physical Education 200	--	1.55	8.06
Department average	11.71	13.16	11.99
Division average	17.21	17.81	14.92[3]

---

[3] Student Teaching-Art and Student Teaching-Music are reported under content area in 1987. Information was reported under Education in previous years.

Table 12 (continued)

	1985	1986	1987
Division of Nursing			
Nursing 100	14.85	9.68	10.06
Nursing 300	5.49	4.65	4.07
Nursing 400	9.87	8.54	6.70
Division average	7.86	6.78	5.82
General Education			
General Education 100	7.48	7.22	8.51
General Education 200	54.33	58.10	59.81
General Education 400	19.16	16.66	23.45
General Education average	13.59	13.59	15.43
INSTITUTIONAL AVERAGE	13.20	13.46	12.97

Table 12 (continued)

Student/faculty ratios were computed as follows:

a. Number of students in the class multiplied by the course credit.

b. This product is divided by 15.5, which is 124 (hours required to be graduated) divided by 8 (the normal number of semesters in a program).

c. The quotient from b is the full-time equivalent (f.t.e.) students generated by the course.

d. The full-time faculty teaching load is 12 hours per semester. Therefore, the load credit for the course is divided by 12 to get the faculty f.t.e.

e. The student/faculty ratio is obtained by dividing the student f.t.e. by the faculty f.t.e.

f. Any combined averages (100 level courses, department, division or institutional) are calculated by combining student f.t.e. and faculty f.t.e. and then dividing total student f.t.e. for that unit by the total faculty f.t.e. for that unit.

Some conclusions which can be drawn from these figures are:

1. The College ratio of students to faculty is below the desirable level. In some cases, especially in upper division courses, class size is too small to provide idea stimulation in discussion.

2. Without exception the very low ratios exist in 300- & 400-level courses. This suggests the college needs to (a) work harder to retain to the point of graduation the students they have; (b) recruit more vigorously transfer students from community colleges to help swell the rolls in upper division courses and; (3) give careful attention to recruiting freshmen who are prospective graduates, not just prospective freshmen.

II. PROGRAMS INCLUDED IN THE REVIEW

1.

The list of registered programs sent to the College by NYSED along with the final version of the NYSED Guide for Self-Study is reproduced as Figure 2. The only discrepancy between that list and the "degree, certificate, and diploma" programs described in the College's current catalog are the following professional programs:

Prog. Code	Program Title	HEGIS Code	Award	Date 1st Reg.	Last Action	Exp. Date	Accred.
86495	Accounting	0502	BS	12/86	07/87	09/88	MSA
09088	Nursing	1203	BS	12/53	06/84	09/88	NLN & MSA
09106	Social Work	2104	BS	Pre-76	08/79	09/88	CSWE & MSA

It is our understanding that the above three professional programs were intended not to be on the list of Figure 2. The latest total listing of approved, registered programs received from NYSED (September 15, 1987) is included in the files of the Academic Dean's office in a folder titled "Registration of Courses with State Education Department." The list is preceded by a statement indicating that "The list is used. . .by the Higher Education Services Corporation and the Office of the State Comptroller to determine eligibility of students for State financial assistance. . . ."

Pages 48-97 of the current (1987-89) Roberts Wesleyan College Catalog describe each of the programs offered by the College in detail. All program prerequisites and completion requirements other than the general requirements stated on pages 42-47 are provided in this section of the catalog. Pages 98-144 give descriptions of the College's courses, including course prerequisites, ordered according to discipline.

Figure 2

LIST OF RWC INSTRUCTIONAL PROGRAMS

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS
09/15/87 SEMI-ANNUAL PUBLIC INSTITUTIONAL - ONLY PROGRAMS IN UNIT 01 PAGE 436

INSTITUTION ROBERTS WESLEYAN COLLEGE
2301 WESTSIDE DRIVE
ROCHESTER NY 14624
COUNTY- 26 INSTITUTIONAL LEVEL- 4-YEAR

EXTENSION CENTERS
NONE

PROG. CODE	PROGRAM TITLE	HEGIS	AWARD	DATE 1ST REG	LAST ACTION	EXP DATE	FINANCIAL AID TAP	APTS	VVTA	ACCRED ------ CR HRS	FORMATS	-CERTIFICATE/LICENSE- TITLE	TYPE	UC
09080	BIOLOGY	0401	BA	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
09081	BIOLOGY	0401	BS	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
✓ 09082	BIOLOGY "7-12"	0401.01	BA	PRE-76	09/81	09/88	YES	YES	YES	MSA		BIOLOGY 7-12	PROV	01
81391	BUSINESS ADMINISTRATION	0506	BS	10/81	10/81	09/88	YES	YES	YES	MSA				01
86344	MANAGEMENT OF HUMAN RESOURCES	0515	BS	06/86	06/86	09/88	YES	YES	YES	MSA				01
84568	COMMUNICATIONS	0601	BA	12/84	12/84	09/88	YES	YES	YES	MSA				01
84153	COMPUTER SCIENCE	0701	BS	03/84	03/84	09/88	YES	YES	YES	MSA				01
✓ 09083	ELEMENTARY "N-6"	0802	BA	PRE-76	02/80	09/88	YES	YES	YES	MSA		N-6	PROV	01
✓ 09084	ELEMENTARY "N-6"	0802	BS	PRE-76	02/80	09/88	YES	YES	YES	MSA		N-6	PROV	01
✓ 83639	ART EDUCATION	0831	BS	12/83	12/83	09/88	YES	YES	YES	MSA		ART	PROV	01
✓ 09085	MUSIC "K-12" TEACHER	0832	BS	PRE-76	09/80	09/88	YES	YES	YES	MSA		MUSIC	PROV	01
09086	FINE ARTS MAJOR	1001	BA	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
77100	ART	1002	BA	09/77	02/80	09/88	YES	YES	YES	MSA				01
77101	ART	1002	BS	09/77	02/80	09/88	YES	YES	YES	MSA				01
82450	APPLIED MUSIC-PEDAGOGY(VOICE & PIANO)	1004	BS	09/82	09/82	09/88	YES	YES	YES	MSA				01
09087	MUSIC	1005	BA	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
09090	ENGLISH	1501	BA	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
✓ 09089	ENGLISH "7-12"	1501.01	BA	PRE-76	09/81	09/88	YES	YES	YES	MSA		ENGLISH 7-12	PROV	01
09091	PHILOSOPHY-RELIGION	1599.10	BA	PRE-76	09/82	09/88	YES	YES	YES	MSA				01
09093	MATHEMATICS	1701	BA	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
09096	MATHEMATICS	1701	BS	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
✓ 09098	MATHEMATICS "7-12"	1701.01	BA	PRE-76	09/81	09/88	YES	YES	YES	MSA		MATHEMATICS 7-12	PROV	01
09099	PHYSICS	1902	BA	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
09100	PHYSICS	1902	BS	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
✓ 09101	PHYSICS "7-12"	1902.01	BA	PRE-76	09/81	09/88	YES	YES	YES	MSA		PHYSICS 7-12	PROV	01
09102	CHEMISTRY	1905	BA	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
09103	CHEMISTRY	1905	BS	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
✓ 09104	CHEMISTRY "7-12"	1905.01	BA	PRE-76	09/81	09/88	YES	YES	YES	MSA		CHEMISTRY 7-12	PROV	01
09105	PSYCHOLOGY	2001	BA	PRE-76	02/80	09/88	YES	YES	YES	MSA				01

40

41

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS
08/15/87 SEMI-ANNUAL PUBLIC INSTITUTIONAL - ONLY PROGRAMS IN UNIT 01 PAGE 437

INSTITUTION ROBERTS WESLEYAN COLLEGE

PROG. CODE	PROGRAM TITLE	HEGIS	AWARD	DATE 1ST REG	LAST ACTION	EXP DATE	FINANCIAL AID TAP	APTS	VVTA	ACCRED ------ CR HRS	FORMATS	-CERTIFICATE/LICENSE- TITLE	TYPE	UC
84161	CONTEMPORARY MINISTRIES	2104.10	BA	04/84	04/84	09/88	YES	YES	YES	MSA				01
86360	CRIMINAL JUSTICE	2105	BS	07/86	07/86	09/88	YES	YES	YES	MSA				01
09108	COMPREHENSIVE SOCIAL STUDIES	2201	BA	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
★ 09107	SOCIAL STUDIES "7-12"	2201.01	BA	PRE-76	09/81	09/88	YES	YES	YES	MSA		SOCIAL STUD 7-12	PROV	01
09109	HISTORY	2205	BA	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
76262	SOCIOLOGY	2208	BA	09/76	02/80	09/88	YES	YES	YES	MSA				01
85042	GERONTOLOGY	2299.10	BA	02/85	02/85	09/88	YES	YES	YES	MSA				01
09110	COMPREHENSIVE SCIENCE	4902	BA	PRE-76	02/80	09/88	YES	YES	YES	MSA				01
77067	HUMANITIES	4903	BA	09/77	02/80	09/88	YES	YES	YES	MSA				01
78243	NATURAL SCIENCE	5604	AS	09/78	03/81	09/88	YES	YES	YES	MSA				01
77066	MUSIC	5610	AS	09/77	09/82	09/88	YES	YES	YES	MSA				01
78242	PHYSICAL SCIENCE	5619	AS	09/78	03/81	09/88	YES	YES	YES	MSA				01

Figure 2 (continued)

42

43

III. CURRICULA AND AWARDS

2.

Curriculum planning at Roberts Wesleyan College is a part of the overall strategic planning of the College, all of which relates to the College's mission statement that is formally revised biennially. The College's current mission statement is presented in Figure 3, and the schematic drawing of Figure 4 summarizes the College's institution-wide strategic planning process that is described on pages 17-21 of the College's Faculty and Staff Handbook. A modified delphi technique involving iterative, widespread discussion across the campus--and at all levels--is utilized throughout the process.

The Mission Statement is reviewed every other year, and was last revised during the 1986-87 academic year. The Institutional Planning Assumptions were last reviewed and revised during Semester I of 1987. The assumption categories, with the number of assumptions listed for each category given in parenthesis, are as follows: International Affairs (11); National Affairs pertaining to government (7); National Affairs pertaining to professional preparation and work (16); National Affairs pertaining to religion (8) National Affairs pertaining to foundations, society-at-large, and the educational community (11); National Affairs pertaining to science and technology (4); National Affairs pertaining to population distributions and demographics (11); National Affairs pertaining to women and minorities (5); National Affairs pertaining to lifestyles (11); National Affairs pertaining to the economy (7); New York State affairs (10); Upstate New York and Rochester Area(11); Internal Assumptions about enrollment, recruitment and retention (12); Internal Assumptions about relationships to the larger community (7); Internal Assumptions about facilities and equipment (8); Internal Assumptions about finance (5); Internal Assumptions about internal relationships (12); and Internal Assumptions about the total program (6).

The annual program review phase of the planning process has involved completion and submittal of a program review questionnaire by each unit head. The unit heads were asked, in light of the "foundation for planning" documents and other available institutional and program information, to respond to questions about program strengths, program weaknesses, improvements needed, projected costs of those improvements, etc. The self-study process for this and our up-coming Middle States visit has been substituted as the specified data-gathering activity focusing on program review.

The current institutional goal priorities determined in late fall and early winter of 1987-88 are presented in Figure 5, and the goals for each functional area are presented in Figure 6. The goal-setting process within each academic division that relates to and feeds into the institution-wide process above is determined separately by each academic division, as is the process for evaluating achievement and progress related to divisional, program, and course goals. The only central requirement is that the academic division has effective processes in place and functioning, and that those processes interface with the institution-wide goal-setting, planning and evaluation process. Appendix 1 presents the current overall divisional goals for the six academic divisions. Program goal information, including how their planning and evaluation links to the other academic divisions, is discussed below for the Teacher Education Division.

(continued on page 42)

Figure 3

Mission Statement

Roberts Wesleyan College, originally Chili Seminary, was founded by Benjamin Titus Roberts in 1866.

From the beginning, developments have kept pace with the challenges. A benefactor was honored in the change of the institution's name to A.M. Chesbrough Seminary in 1885. Junior College courses were added in 1921, and in 1945 the legal name became Roberts Junior College. The New York State Board of Regents issued a charter for granting baccalaureate degrees in 1949, and a new corporate name, Roberts Wesleyan College, was chosen.

Benjamin Titus Roberts was an evangelical, Methodist minister and the first superintendent of the Free Methodist Church. Stating his purpose for the founding of the school, he wrote, "*While we cannot prize too highly the benefits of mental culture, we should not lose sight of that moral and religious culture which lies at the foundation of correct principles and good character.*" Thus, the integration of academic learning with a Christian world view became a distinctive of the College.

The founders of the Free Methodist Church claimed no special revelation and took a nonsectarian position. The Church affirms the Wesleyan doctrine of personal piety and is evangelical in action and social program.

The founders of the Church and College were committed to an education that met the needs of the entire person. The heritage of the College within the evangelical Protestant tradition has been of major importance in the development of the educational programs of the College. Roberts Wesleyan subscribes to the need for education in a liberal arts tradition leading to equipping the whole person for life.

Mission

Roberts Wesleyan College is an independent, coeducational, liberal arts college in the Christian tradition which continues to support students in their spiritual values. It serves the educational needs of both traditional and nontraditional students. The College's commitment to foster lifelong learning includes services to older adults who are pursuing personal and professional development goals.

A liberal arts education presupposes both the complexity of the world and the diversity of human nature. It resists the assumption that any one method of inquiry or verification is the primary route to truth, or that one set of skills is adequate for the responsible person. A liberal arts education is one in which the student is exposed to the aesthetic, historic, philosophic, and scientific methodologies, and thereby develops skills in computation, rhetoric, logic, critical analysis, and behavorial, historical, and scientific investigation. Within the College, the various divisions organize the content, materials, and methods used in their respective disciplines. Then, through the cooperative efforts of the divisions, the student is given opportunity to become liberally educated, professionally prepared, and thereby fitted for service to society.

The educational philosophy is built upon the assumption that education, to be meaningful, must address the entire person as a physical, rational, psychosocial, spiritual being. Since the Christian heritage is an important component of a Roberts Wesleyan education, the philosophy combines the historical Christian concern for the communication of human values with the development of the total person. Accepting the premise that academic excellence is of little significance if it is isolated from these human values, both the academic program and the co-curriculum are designed to achieve this integration by encouraging honest inquiry into various fields of knowledge and preparing students for creative leadership and constructive community involvement.

Educational Model and Goals

Roberts Wesleyan College defines liberal arts education as education for personhood. Personhood is characterized by awareness and realization of one's potential, sensitivity to the rights and needs of others, and integration of faith and learning. It is fostered through a curriculum designed to help students develop their potential, discover personal meaning, develop significant relationships with others, and be of service to God and society. Knowledge of the liberal arts and sciences provides the foundation for student personal and intellectual development. Through membership in a community of learners, students are encouraged to cultivate the knowledge, skills and attitudes appropriate to responsible citizenship and to their chosen profession.

(continued)

Figure 3 (continued)

Within this context the College endeavors to involve each student in learning experiences which promote:

Wholeness

Students gain an appreciation of personal worth and potential as individuals created by God; they establish a manner of living conducive to physical, mental, emotional, and spiritual well-being.

Commitment

Students cultivate social consciousness and commitment to responsible stewardship and service.

Competence

Students grow in knowledge and understanding, both general knowledge across disciplines and specialized knowledge within a specific discipline, and develop proficiency in such skills as learning, listening, reading, and communicating.

Adaptability

Students develop habits of reflection, attitudes of inquiry, and patterns of lifelong learning; they learn how to adapt to a changing society and apply knowledge in life situations.

Values

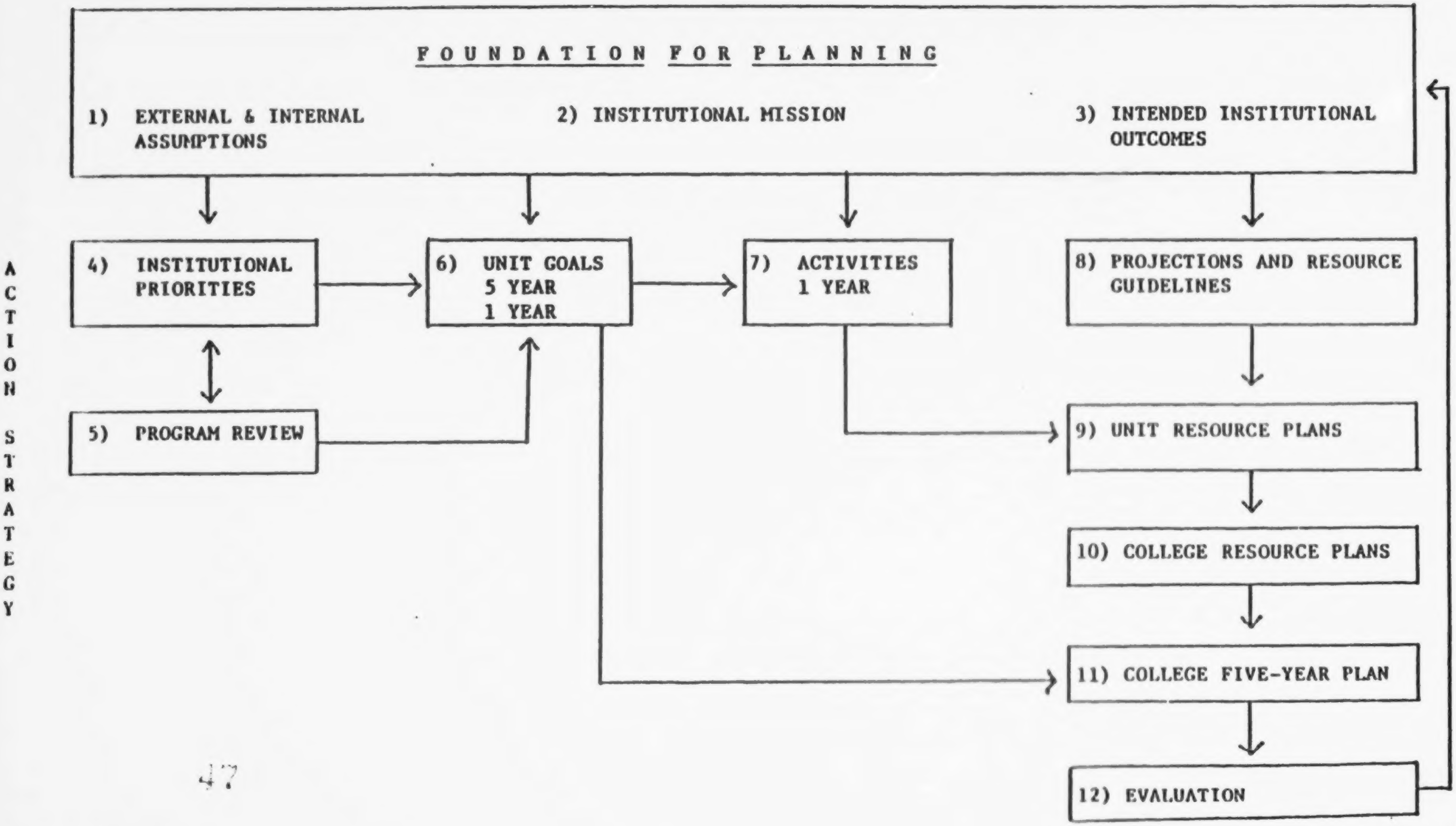
Students recognize the value and relevance of cultural, intellectual, and religious heritage and integrate that heritage in a personal value system.

These goals, historically appropriate to a liberal arts education, reflect a desire to prepare liberally educated persons for professional work and/or graduate study, in a context conducive to the development of an integrated world view.

Fig 4

ROBERTS WESLEYAN COLLEGE

STRATEGIC PLANNING PROCESS


FOUNDATION FOR PLANNING
1) EXTERNAL & INTERNAL ASSUMPTIONS
2) INSTITUTIONAL MISSION
3) INTENDED INSTITUTIONAL OUTCOMES
ACTION STRATEGY
4) INSTITUTIONAL PRIORITIES
5) PROGRAM REVIEW
6) UNIT GOALS 5 YEAR 1 YEAR
7) ACTIVITIES 1 YEAR
8) PROJECTIONS AND RESOURCE GUIDELINES
9) UNIT RESOURCE PLANS
10) COLLEGE RESOURCE PLANS
11) COLLEGE FIVE-YEAR PLAN
12) EVALUATION

47

10/1/81

Figure 5

1988-89 INSTITUTIONAL GOAL PRIORITIES DERIVED FROM THE RWC STRATEGIC PLANNING PROCESS

A. Outcome Goals

1. Provide a quality educational experience for our students that emphasizes total development and make this uniqueness known throughout the Northeast
2. Attain enrollment of over 1,000 students by 1992
3. Graduate students who serve both God and society in significant leadership roles and meaningful ways
4. Become the cultural center of Rochester's West side
5. Become a forum for the identification, discussion, and clarification of ethical issues in society

B. Process Goals

1. Continue to communicate the College's mission, keeping the Christian tradition of the College highly visible
2. Continue to emphasize the faculty professional development program including an emphasis on doctorates and outstanding teaching
3. Enhance the total financial strength of the College
4. Increase salaries to a more competitive position
5. Continue to improve campus appearance and the quality of facilities and equipment
6. Build adequate endowment
7. Continue to expand our communications, recruitment, and public relations effort
8. Improve retention of students
9. Improve the quality of campus life through enhanced cultural life experiences, chapel programming and student advising and counseling
10. Continue to maintain a quality library and learning resources center
11. Continue to increase the financial aid we offer
12. Construct a Retirement Community on campus and make the college services available to residents
13. Finalize and implement a modified general education program
14. Enlarge the Cooperative-Education Program and refine the Career Planning and Placement Services
15. Continue to refine services for non-traditional students (Management of Human Resources, Continuing Education)
16. Test the feasibility for physical fitness related academic programs

Figure 6

1987-88 RWC FUNCTIONAL AREA GOALS

A. ACADEMIC AFFAIRS

1. Improve the financial base of the faculty while at the same time adequately staffing academic programs.
2. Continue increasing abilities to facilitate student learning.
3. Increase student retention and development through increasing frequency and quality of faculty-student out-of-class interaction.
4. Establish an evaluation system for faculty that more accurately and equitably measures and assesses what they do.
5. Promote integration of faith and learning.
6. Maintain, strengthen and revitalize the current academic program.
7. Strengthen the existing library collections, develop such additional or expanded subject collections as new academic programs may require, and incorporate as fully as possible the benefits of computer and communication technology into library cataloging, acquisition and services.
8. Develop and implement innovative new curricular programs which show great promise as cost-effective additions to the curriculum.
9. Expand and improve the College's participation in cooperative programs and consortial arrangements.
10. Attain more active participation of the divisions in advisement assignments.
11. Increase the effectiveness, efficiency, and comprehensiveness of our planning and evaluation system.
12. Maximize the value of the Faculty Growth Contract System.
13. Establish a program in which faculty communicate with instructors and teachers at local community colleges and high schools as a means to improve articulation, and ease student transition into baccalaureate degree programs.
14. Improve abilities of faculty across the curriculum to facilitate the development of student basic skills, and make special efforts to help students admitted conditionally to persist.
15. Attain computer literacy throughout the total faculty, staff, and student body.

Figure 6 (continued)

16. Provide Computer Assited Instruction (CAI) and teach computer applications within the Learning Center and every academic program on campus.
17. Reduce faculty committee assignments by having smaller committees where members represent larger segments of the total faculty.
18. Continue improving the efficiency and effectiveness of the Registration Office through still more expanded use of the computer.

B. BUSINESS SERVICES

1. Improve the efficiency and effectiveness of the Business Office.
2. Improve the efficiency and effectiveness of the student accounts function.
3. Establish a management information system for all auxiliary enterprises that will measure performance in financial and other quantitative terms.
4. Maximize the long- and short-term investment potential for all institutional funds.
5. Improve the administrative computing system so that it will effectively and efficiently serve the total campus.
6. Improve the staff personnel administration function as a systematic approach to manpower recruitment, use, and development.
7. Expand the campus security program.
8. Improve campus maintenance and custodial services.
9. Attain a higher level of energy efficiency campus-wide.
10. Maximize the use of the college physical plant.

C. FINANCIAL AID

1. Identify alternate sources of funding for traditional students and students in non-traditional academic programs (i.e. MHR).
2. Improve student response rates through improved delivery systems.
3. Reduce defaulted loan rates through implementation of debt management programs.
4. Support recruitment efforts through continued development of the Preliminary Award Notice program to new students.

Figure 6 (continued)

5. Develop within students a growing sense of awareness and responsibility to contribute through personal effort toward the cost of attendance annually.

D. INSTITUTIONAL ADVANCEMENT

1. Increase enrollment to 1,000 by 1992 and broaden the mix of students who are attracted to the College through development and implementation of a cost-effective marketing plan.

2. Improve pre-enrollment advising, student orientation, and academic advising which occurs at the time of the student's first registration.

3. Increase the effectiveness and efficiency of personnel whose responsibilities relate to the recruitment and admission of students and to the procurement of gifts and grants.

4. Maintain and enhance the plan for communicating with the local community and other relevant publics in an effort to promote the image of the College and to increase the morale and enlist the financial support of local citizens, alumni, and friends of the College.

5 Enhance the working relationship between Institutional Advancement personnel.

6. Develop and implement an improved capability to conduct research pertaining to donors and prospective donors, institutional advancement effectiveness and efficiency, and accounting of development funds.

7. Improve and expand institutional advancement and public relations activities to enhance the image and financial vitality of the College.

8. Develop faculty grant-writing skills in the areas of academic program development, research, and faculty development.

9. Maintain an effective and efficient plan for securing annually the necessary funds to balance the operating budget.

10. Develop a plan to enhance the marginal students' opportunities for success at Roberts Wesleyan College.

11. Heighten the awareness level among donors and potential donors of the need for financial aid funds so the College is accessible to more students.

E. PRESIDENT

1. Increase the functional efficiency and effectiveness of the Board of Trustees and expand each member's contribution to the College's fiscal stability and public relations functions.

Figure 6 (continued)

2. Improve the ability of the Board of Trustees to formulate policy.
3. Help the college and everyone associated with it become more "mission oriented."
4. Strengthen the on-going institutional planning system.
5. Develop an on-going and effective data collection, analysis, interpretation, and application system that will stimulate meaningful campus dialog followed by proactive decision-making.
6. Maintain an active affirmative action program.
7. Create a committee of trustees, faculty and administration to develop a comprehensive plan to improve the salary position of faculty and staff.
8. Create a retirement community near the campus and make facilities and programs of the College accessible.

F. STUDENT SERVICES

1. Improve and increase student advisement activities.
2. Redesign and assess the new student orientation and advisement program activities which aid freshmen in the adjustment to college life.
3. Expand and improve the student activities program by increasing students' contacts with residence life personnel and activities within the resident facilities.
4. Maintain and improve the living environment of the resident halls by upgrading the physical facilities.
5. Improve the student tutoring and peer counseling program.
6. Improve the program, advisement to and activities with minority and international students.
7. Improve counseling services in order to maximize the personal development of students, ease the emotional stress often associated with college attendance, and help students gain confidence in themselves as they develop a more positive self concept.
8. Expand and improve career development services by increasing student involvement with career development systems early in their college program.
9. Improve student retention through effective advising, counseling and career development activities.

Figure 6 (continued)

10. Increase student retention of 2nd year students through early identification of potential dropouts and structuring the environment to support retention.
11. Expand and improve the total campus environment in an effort to increase learning.
12. Expand and increase the wellness concept among the student population by increasing student contact with health service personnel.
13. Expand and improve the experiential education program and cooperative education program to include most academic majors, thereby involving a broader base of students.
14. Expand the number of external conferences and seminars held in campus facilities.
15. Improve the number of employment opportunities available to students both on-campus and off-campus.
16. Expand and improve the athletic program giving attention to both general campus fitness and intercollegiate competitive activities.

2.1

The Division of Teacher Education is responsible for the development and review of the Elementary Education and Secondary Education Programs. The Division of Fine Arts is responsible for the development and review of the Art Education and Music Education Programs, with the assistance of the Teacher Education Division through a joint faculty appointment. The Division of Teacher Education is composed of all faculty teaching within the Departments of Teacher Education and Physical Education, in addition to the Registrar/Director of General Education, the Director of Experiential Learning/Director of Career Development, the Director of the Learning Center, and a representative from the Division of Fine Arts. The Division of Fine Arts is composed of all faculty teaching within the Departments of Art and Music.

Secondary education area content courses outside of Teacher Education and Fine Arts are based as follows:

Program Code	Program	Division(s) Responsible
09082	Biology 7-12	Natural Science and Mathematics
09089	English 7-12	Religion and Humanities
09098	Mathematics 7-12	Natural Science and Mathematics
09101	Physics 7-12	Natural Science and Mathematics
09104	Chemistry 7-12	Natural Science and Mathematics
09107	Social Studies 7-12	Religion and Humanities; Social Sciences & Business Administration

The curriculum review and development process within these three divisions have been summarized in the initial section of this chapter. In addition, formal and informal curriculum review and development linkages among these divisions and the Division of Teacher Education have been in place and operating as described later in this section.

For all six academic divisions in the College, the education curriculum is reviewed and evaluated at different levels. Each semester, all courses are evaluated by students. Summary reports are received by the professor, Division Chair and Academic Dean.

Each year, the total teacher education program is reviewed by student teachers who evaluate their student teaching experience and their overall preparation. Also each year, the program is reviewed by sponsor teachers who evaluate the preparation received by their student teachers. The division chair, along with the divisional faculty, reviews this information and proposes program modifications if deemed appropriate.

The Education faculty confer regularly with the faculty of other disciplines regarding the preparation of elementary and secondary teachers. For instance, within the last year and a half alone, the Education faculty have had numerous contacts with faculty of other disciplines to discuss curricular concerns.

The Psychology faculty were invited to a Divisional meeting to discuss the content of PSY 101 General Psychology and PSY 201 Developmental Psychology. These courses are staffed by the Division of Social Science and Business Administration and are required of all education majors.

The Mathematics faculty have met with and had numerous conversations with the Education faculty in an attempt to articulate better MTH 160 Elements of Mathematics with EDU 323 Methods of Teaching Elementary Mathematics. As a result, both the Education and Mathematics faculties have a much better understanding of the expectations and content of the two courses. They have also worked together to identify individual students with marginal mathematics ability and to insure that these students receive remediation in specific areas of need. In addition, the minimum passing grade for MTH 160 has been raised to a C (2.0), and the sequencing of the courses has been improved.

The Science faculty and Education faculty worked together this past spring to plan a General Science Teaching Major (30 hrs.), a "second major" to support the Elementary Education Major. Prior to that time, general science had been the single greatest lack in the Teaching Major options.

The Chairman of the Division of Religion and Humanities and two education faculty members visited three area colleges to discuss cooperative minors and concentrations in foreign languages to support the Elementary Education Major. Several education students have since taken advantage of these programs and have been or will be, upon graduation, eligible to apply to the State Department of Education for a second certification in foreign languages.

The Divisions of Fine Arts, Natural Science and Mathematics, Religion and Humanities, and Social Sciences and Business Administration have all cooperated with the Division of Teacher Education within the last semester on updating advisement check sheets for Teaching Majors, Concentrations and Minors which complement the Elementary Education Major.

Although every academic division has representation on the General Education Committee and is involved in the development of the General Education Program, the Divisions of Fine Arts and Teacher Education have had special involvement with the redesign of the general education program. From 1983-1985, Linda Piazza chaired the General Education Committee; and, since January 1985, Donald Mohnkern, Registrar and member of the Division of Teacher Education, has chaired the Committee. Since the fall of 1981, three Education and one Fine Arts faculty member have all been continuously serving on the Committee. Both divisions are currently cooperating with the General Education Committee regarding the implementation of an honors program.

At least once each year, education faculty are scheduled to meet with representatives of the English, Math, Science and History faculties to explore their involvement in the secondary education program. Some of these faculty regularly serve as guest lecturers for the secondary methods courses and suggest disciplinary resource teachers within the area schools for involvement with our students in these courses. Recommendations of these faculty members have regularly been used in the selection of textbooks for the secondary methods courses.

The Education faculty confers formally with representatives of area elementary and secondary schools through the Education Advisory Committee, which is composed of 14 area teachers, principals, and assistant superintendents for instruction. There is also an Early Childhood Education Advisory Committee composed of area day care and nursery school teachers and directors. Each Advisory Committee meets on an annual basis to make suggestions for program improvement and to review proposed changes. Master teachers (title given teachers supervising student teachers) are routinely surveyed regarding program evaluation and improvement. In addition, participating school principals and sponsor teachers (title given teachers supervising pre-student teaching experiences) for Observation/Participation Experiences (OPEs) are routinely consulted informally regarding program improvement, as are students participating in OPEs.

3.

For each Teacher Education Program starred in Figure 2, there are clear statements of the objectives in observable behavioral terms and of the procedure that is followed for the continuous evaluation of the Program. In addition, there are procedures for subsequent program modification as found necessary by evaluation.

3.1

The College's general education course requirements are listed on pages 43-45 of the 1987-89 Catalog.

There are two modifications of these requirements for all teacher education students:

PSY 101 General Psychology is used to complete the behavioral science requirement.
PSY 201 Developmental Psychology is used to complete the requirement of an elective from history and the social sciences.

For Elementary Education Majors, the general education requirements vary in two additional ways, resulting in a general education program which is six or seven credits larger than those for most other majors:

a. two (rather than one) history courses:
    --one American history course, selected from among the following: HST 201, 202, 203, 204.
    --one non-American history course, selected from among the following: HST 210, 301, 303, 304, 305, 306, 307, 309.
b. two (rather than one) laboratory science courses:
    --one biological science, usually BIO 101 General Biology
    --one physical science, selected from among the following: AST 201, CHM 101, ESC 101, PHY 101.

The goals of the General Education Program are listed on pages 5 and 39 of the 1987-1989 Catalog. The College assesses its success in achieving these goals through use of the two sets of general education criteria:

A. Process Criteria
B. Content Criteria

See Figure 14 on pages 61 - 63 for a presentation of these criteria.

3.2

The goals and objectives for each education program are provided in Appendix 2. (See page 151 which will allow the reader to locate information for a particular program.) The current course requirements for each teacher education program are shown in Appendix 3, through the use of program check sheets that are used by students in the advisement process. Checksheets for the College's other curricular programs are presented in Appendix 4.

3.3

The College ensures that elementary and secondary education students acquire sufficient knowledge in the subject areas to implement the Regents Action Plan through (1) requiring a well-rounded general education program and, in the case of Elementary Education, an expanded general education program; and (2) requiring secondary education students to complete an Academic Major (36+ hours), in their subject area and elementary education students to complete an Elementary Education major (37 hours) plus an Academic Major (30+ hours), a Teaching Major (30+ hours), or a Concentration (24+ hours) plus a Minor (18+ hours).

3.4

Arrangements for the supervision and evaluation of student teachers is the responsibility of the Chairperson of the Division of Teacher Education. Supervisors from the Division of Teacher Education observe and evaluate elementary and secondary student teachers. Art and music student teachers are observed and evaluated by professors with those specialties in the Division of Fine Arts. Student teachers are, for the most part, placed within an half-hour's commuting distance of the College to facilitate supervision and to ensure that student teachers can easily get back to campus for the student teaching seminar, which meets on Thursday each week from 3:30-4:30 p.m. for elementary and secondary education students and on Wednesday each week from 3:30 to 6:00 p.m. (ART/EDU 319) for art education students.

It is the intent of the Division that school principals play a key role in helping select master teachers, expert teachers who enjoy mentoring and who, if possible, have been trained in the Essential Elements of Instruction. The Division discourages the selection of master teachers on the basis of "whose turn it is" and "who would like to this semester." Sometimes placements are made on the basis of a mutually positive experience between a student and a sponsor teacher during an Observation/Participation Experience. Evaluation of master teachers has been on an informal basis.

The role and responsibilities of the master teacher are described in the packet sent master teachers, as follows:

The Master Teacher:

1. To be familiar with the Student Teacher and the Teacher Education Program through materials received from the College and informational meetings planned by the College and to reaffirm the roles and responsibilities for the Student Teacher, as necessary.
2. To provide school orientation, observations and opportunities that will make the experience a valuable one for the Student Teacher.

3. To include, whenever possible, the Student Teacher in conferences, faculty meetings, school and district activities, e.g., open house, in-service workshops, superintendent's days, etc.

4. To involve the Student Teacher in the classroom to the greatest extent possible, including helping the Student Teacher assume responsibility for the equivalent of a full teaching load for a minimum of a two-week period.

5. To help the Student Teacher establish appropriate individual goals and objectives for the experience through conferencing regularly on an informal and formal basis.

6. To provide constructive feedback to provide growth and development and to encourage self-evaluation by the Student Teacher, to discuss both the mid-term and the final evaluations with the Student Teacher, and to meet with the College Supervisor in the school setting at least twice to discuss the Student Teacher's progress.

7. To communicate promptly concerns to the Student Teacher and the College Supervisor.

Student teaching assignments are made the semester prior to student teaching. Each master teacher receives through the mail a packet containing goals and objectives for student teaching, roles and responsibilities of those involved in student teaching, the student teacher's autobiography, resume, and list of course work taken, and the form for evaluation of student teaching (See Appendix 5). Elementary and secondary master teachers are informed of the goals and objectives of the program at an on-campus reception/meeting at the beginning of the student teaching semester. Art and music master teachers are informed of goals and objectives at individual meetings between college supervisor and master teacher in the school at the beginning of the student teaching semester. Special seminar opportunities for master teachers are made available as they can be worked out. For example, all master teachers who supervised student teachers for Roberts Wesleyan the past two years have been invited to a seminar planned for April 16, 1988, featuring Dr. Ernie Stachkowski, who is now the premier trainer for the Elements of Instruction in the United States. Master teachers will learn how they can best help their student teachers through the mentoring relationship. Enclosed in the packet (Appendix 5) are copies of the information and forms used in connection with student teaching. Supporting records are located in the Teacher Education Office in Carpenter Hall and in the Fine Arts Office in Cox Hall. The College has thirty-eight teachers for the 1987-88 academic year. A list of those student teachers is presented in Figure 7.

3.5

In connection with selected course work, education students are brought into contact with teachers and pupils in the local schools. These early field experiences are called Observation/Participation Experiences, or OPEs, for short. Elementary and secondary students have two OPEs, one in the fall of the junior year and one in the spring of the junior year. In the fall, for elementary education students, the OPE is a requirement of EDU 301 Educational Psychology; for secondary education students, the OPE is a requirement of EDU 302 Principles of Education. In the spring, the OPE is a requirement for both groups of students in their respective methods courses. Art and music students have one OPE in the fall of the junior year as a requirement of EDU 302 Principles of Education. Generally speaking, an OPE is 25-30 hours spent in the school. Appendix 6 presents information and forms used in connection with the OPE.

(continued on page 48)

Figure 7

1987-88 STUDENT TEACHERS

	ST Last Name	Grade	District	Year
R	Tanner	1st	Spencerport Central School	Fall 87
A	Templeman	1st	Greece Central School Dist	Spr 88
H	Reber	1st Pre	Churchville-Chili Central	Fall 87
C	Camplin	2nd	Churchville-Chili Central	Fall 87
D	Horning	2nd	Gates-Chili Central School	Fall 87
S	Owens	2nd	Gates-Chili Central School	Fall 87
C	Stiefler	2nd	Churchville-Chili Central	Fall 87
M	Brokop	3rd	Rochester City School Dist	Fall 87
A	Breckenridge	4th	Churchville-Chili Central	Fall 87
J	Habel	4th	Gates-Chili Central School	Fall 87
J	Hoomans	4th	Churchville-Chili Central	Fall 87
D	Joynt	4th	Churchville-Chili Central	Fall 87
D	Reynolds	4th	Gates-Chili Central School	Fall 87
K	Shesman	4th	Churchville-Chili Central	Fall 87
B	Wright	4th	Churchville-Chili Central	Fall 87
E	Doyle	5th	Churchville-Chili Central	Spr 88
M	Bamford	Art	Churchville-Chili Central	Fall 87
M	Bamford	Art	Northstar Christian Academ	Fall 87
S	Engle	Art	Albion Central School Dist	Fall 87
S	Engle	Art	Albion Central School Dist	Fall 87
G	Goodwin	Art	Byron-Bergen Central Schoo	Fall 87
K	Todd	Art	Byron-Bergen Central Schoo	Fall 87
R	Warren	Art	Gates-Chili Central School	Fall 87
R	Warren	Art	Gates-Chili Central School	Fall 87
B	Dutton	English	Byron-Bergen Central Schoo	Fall 87
L	Rex	English	Gates-Chili Central School	Fall 87
M	Scribner	English	Churchville-Chili Central	Fall 87
D	Fields	K	Northstar Christian Academ	Fall 87
D	Fields	K	Churchville-Chili Central	Fall 87
L	Kozlowski	K	Churchville-Chili Central	Fall 87
M	Zimmerman	K	Churchville-Chili Central	Fall 87
R	Hart	Math	Gates-Chili Central School	Fall 87
R	Hart	Math	Greece Central School Dist	Fall 87
K	McGill	Math	Gates-Chili Central School	Fall 87
M	McGinnis	Math	Churchville-Chili Central	Fall 87
K	Ogden	Math	Spencerport Central School	Fall 87
M	Vanderhoof	Math	Greece Central School Dist	Fall 87
D	Barrett	Music	Brighton Central School Di	Fall 87
L	Beguhl	Music	Holley Central School Dist	Fall 87
T	Gerhardt	Music	Greece Central School Dist	Fall 87
W	Henrickson	Music	Greece Central School Dist	Fall 87
K	LaFountain	Music	Penfield Central School Di	Fall 87
A	Santillo	Music	Churchville-Chili Central	Fall 87
A	Santillo	Music	Northstar Christian Academ	Fall 87
R	Tanner	Music	Brighton Central School Di	Fall 87

Note: Seven students, those whose names are listed twice, divided their student teaching between two assignments, usually in different schools.

3.6

Although a course on special education is included in our teacher education curriculum as an elective, there currently is not a systematic program to prepare all teacher education students for teaching children with a wide range of abilities and from diverse socioeconomic and ethnic backgrounds. This is an area that we want to address more succinctly and directly.

Individual professors do attempt to overcome this problem in diverse ways. For example, one professor touched on the subject when her text contained a chapter dealing with "students with special needs." Another professor invited a black speaker from the Rochester City Schools to his class. Another invited a teacher of gifted sixth grade students to her class. From time to time a student teacher is placed in an inner city school of the Rochester City School District.

Education students are encouraged to take advantage of certain campus-wide programs, made available to all students, that are designed to expose students to different backgrounds and cultures. The chapel/convocation program includes speakers and other presentations each year on such topics, and the College's Staley Lecture Series periodically touches on this topic, as does the College's day-long All College Seminar that occurs once each year. Through the newly formed Film and Lecture Series (which includes divisionally-sponsored lectures as well as campus-wide events), it is hoped that lectures on these topics can be offered to the Roberts community and that attendance by education students can be required.

Students are also encouraged to participate in the college-sponsored field trips that are offered each year as a part of our between-semesters January Experience Program, to diverse cultural areas within the U.S. (such as the ghettos of New York City) and to foreign countries (for example, recent Roberts Wesleyan student groups have gone to England, France, the Soviet Union, the Dominican Republic, Haiti, Mexico, and French Canada). (In January of 1989 a faculty-led student tour to Japan will also be offered.) One junior teacher education student spent the summer and first semester of 1987-88 studying for college credit in Japan. Thirty-six Japanese teacher education students and four professors from Osaka Christian College, a teachers college in Japan with which Roberts established a formal sister-college relationship several years ago, will be at Roberts Wesleyan for six days in late March 1988 to interact with our students. Twenty-nine students and three faculty from Osaka were at Roberts Wesleyan for six days in the summer of 1987 to pilot test this program, and it is now expected to be an annual event each March, with the Japanese students rooming with the Roberts Wesleyan teacher education students and interacting with them in a number of ways. The College has an International Students Club of over 40 members with which we hope our education students will interact with regularly, and we intend to try and plan some cooperative events between the recently reactivated Teacher Education Club and the International Students Club. We also hope to begin programming more interaction with the Black and Hispanic subcultures of the City of Rochester.

3.7

With regard to evaluation of teacher education program goals and objectives, as indicated previously, each semester, all courses are evaluated by students and summary reports are received by the professor, Division Chair and Academic Dean. Each year, the program is reviewed by student teachers who evaluate their student teaching experience and their overall preparation. Each year, the program is also reviewed by master teachers who evaluate the preparation received by their student teachers. Informal evaluations are sought from the participating school principals, the OPE students, and the OPE sponsor teachers. Divisional faculties review this information and propose program modifications where necessary.

Near the end of each year the Student Services Office conducts formal one-on-one exit interviews with the graduating seniors to gather evaluative information and recommendations for institutional and program improvement. In addition, Student Services Personnel regularly query students informally about their educational experiences and invite students to share concerns; students are encouraged to share perceptions and concerns with their academic advisors or persons in the Registration, Academic Dean, and Learning Center offices; and the results on course exams are analyzed with regard to course and program objective achievement. Related to general education objectives, the ACT COMP exam has been administered to random samples of freshmen and seniors in each of the last two years. The ACE CIRP follow-up questionnaire that examines attitudes and values is now being administered annually to seniors who took the CIRP as freshmen (CIRP is given to all students as entering freshmen), and the PACE College Student Experiences Questionnaire that measures "quality of student effort" is administered every other year. Alumni of the program are queried informally about their experience and how well it prepared them for effective teaching as opportunities permit. Finally, all teacher education students take the NTE Core Battery. Please refer to section 5.2 for a more detailed analysis of education students' performance on the NTE.

4.

All programs leading to elementary and early secondary grades certification include adequate preparation regarding instruction in alcohol, tobacco and drug abuse.

4.1

All education students take EDU 205 Drug Education, which is taught by the Program Director of the Drug and Alcohol Council of Rochester. See Figure 8 for the most recent course syllabus.

5.

Evaluation for program approval takes into account the applicable certification requirements.

5.1

Recent program modifications:
- --the Department of Art is in the process of being moved to a centalized and more spacious location
- --revisions in requirements for admission to the teacher education programs (See Figure 9.)
- --addition of electives, EDU 220-221 Early Childhood Education I and II
- --addition of elective, EDU 353 Introduction to Special Education
- --addition of January term elective EDU 110J Apple...Works!

(continued on page 54)

Figure 8

EDU 205 DRUG EDUCATION

TERM: Fall semester, 1987

TIME: Tuesdays, September 8 to December 15, 7:00 PM to 8:20 PM

PLACE: Roberts Wesleyan College, Pearce Hall

INSTRUCTOR: Sylvene Reiser
Program Director
Drug and Alcohol Council
396 Alexander Street
Rochester, NY 14607
716-244-3190

OBJECTIVES: Students will learn:

- --The major types of drugs which affect the central nervous system and sensory perception and their primary physical and psychological effects.
- --Alcoholic family systems.
- --Legal aspects of drug use, possession and sale.
- --Why people use drugs and alternatives to drug use.
- --The role of the classroom teacher regarding children of alcoholics and drug users.
- --Drug abuse treatment and crisis intervention.

READING: Class resource booklet and materials on the reading list which are on reserve in the Library

GRADING:

Quizzes	20%
Final Exam	25%
Paper	25%
Attendance	10%
Class participation	20%
	100%

Figure 8 (continued)

EDU 205 COURSE OUTLINE

Session 1	9/8	Introduction
Session 2-4		
	9/15	Drugs: classification, facts and effects Readings: fact sheets, books on reserve, booklet
	9/22	Drugs: continuation
	9/29	Film: "Cocaine Drain" Quiz
Session 5	10/6	Drugs and law enforcement Speaker: Monroe County Sheriff's Dept.
	10/13	No class
Session 6-8		Alcohol Readings: books on reserve, booklet
	10/20	Speaker: Keith Greer on alcohol and the family
	10/27	Film: "Soft as the Heart of a Child"
	11/3	Film on alcohol and heroin
Session 9	11/10	Why people use drugs: reasons, goals, alternatives Quiz
Session 10	11/17	Role of teachers Readings: booklet Speaker: Patrice Ristuccia on identification and communication
Session 11	11/24	Adolescent substance abuse
Session 12	12/1	Review Term paper due
Session 13	12/8	Review Speaker: Bill Fulton on treatment
Session 14	12/15	Final exam

Figure 8 (continued)

READING LIST

Allinson, Russel. Drug Abuse: Why It Happens and How to Prevent It. Lower Burrell, PA: Valley Publishing, 1983.

Deutsch, Charles. Broken Bottles, Broken Dreams: Understanding and Helping the Children of Alcoholics. New York: Teachers College, Columbia University, 1982.

Engs, Ruth C. Responsible Drug and Alcohol Use. New York: Macmillan Publishing Co., 1979.

Fact Sheets (found in the folder on reserve)

High Times Encyclopedia of Recreational Drugs. New York: Stonehill Publishing Co., 1978.

Isralowitz, Richard, and Mark Singer, eds. Adolescent Substance Abuse: A Guide to Prevention and Treatment. New York: Haworth Press, 1983.

Margolis, Jack S. Complete Book of Recreational Drugs. Los Angeles: Cliff House Books, 1978.

Seixas, Judith S., and Geraldine Youcha. Children of Alcoholism: A Survivor's Manual. New York: Crown Publishers, Inc., 1985.

Weil, Andrew, M.D., and Winifred Rosen. Chocolate to Morphine: Understanding Mind-Active Drugs. Boston: Houghton Mifflin Co., 1983.

Young, Lawrence, Linda Young, Marjorie Klein, Donald Klein, and Dorianne Beyer. Recreational Drugs: Everything You Need to Know. New York: Macmillan Publishing Co., 1977.

Figure 9

ROBERTS WESLEYAN COLLEGE
REQUIREMENTS FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM IN ELEMENTARY, SECONDARY, MUSIC AND ART EDUCATION

Acceptance as a student at Roberts Wesleyan College does not necessarily assure admission to the teacher education program. Students seeking admission to programs leading to certification in elementary, secondary, music or art education must formally apply during their sophomore year.

Applications are available from the Teacher Education Office. It is the student's responsibility to return a completed application to the Teacher Education Office by December 15th, to complete the top portion of the six reference forms before giving them to the appropriate offices or individuals, and to check that all forms have been received in the Teacher Education Office by February 15th.

Requirements for admission to certificate programs within the Division of Teacher Education include:

1. General academic competence
   --overall GPA of 2.50 or better at RWC
   --C (2.0) or better in each of the following: EDU 202, PSY 101, PSY 201
   --sophomore standing (31 hrs.) at RWC

2. Proficiency in math
   --proficiency exam to determine entry to MTH 160 or 150
   --C (2.0) or better in MTH 160 or 150

3. Proficiency in written and oral communication
   --C (2.0) or better in CMP 101
   --C (2.0) or better in CMC '01

4. Proficiency in reading
   --acceptable performance on the Nelson-Denny Reading Test

5. Evidence of interest in teaching, such as
   --Strong Campbell Interest Inventory
   --teaching experiences or experiences working with school-age children. The Division strongly recommends that the candidate have had experience working with school-age children of an age comparable with those they wish to teach.
   --completed application.

6. No disciplinary action pending

7. Evidence of acceptable academic competence, personal integrity, demonstrable physical and emotional aptitude for teaching, and motivation to become a teacher.

8. Approval by the Professional Admissions Committee

11/87

--replacement of the physical education minor with a 9+-hour coaching certification program which includes 8 hours of course work plus a 1-hour practicum in each area in which coaching certification is sought
--sending first education exchange student to one of our sister colleges, Osaka Christian College, a Japanese teachers college; and having Japanese teacher education students from that college spend a week each year at Roberts Wesleyan
--reactivation of the teacher education club, renamed People Interested in Education. For several years there has also been an active student chapter of the Music Educators National Conference

Recent program modifications to the Elementary Education Major:
--addition of foreign language as a minor or concentration to complement the major
--standardization of the term, "Teaching Major" to denote a 30-hour program of study complementing the Elementary Education Major. Elementary Education majors completing another full major as outlined in the College catalog will graduate with two majors. Transcripts for Elementary Education students will reflect one of the following:
(1) Major in Elementary Education and Teaching Major in. . .
(2) Major in Elementary Education and standard major in. . .
(3) Major in Elementary Education with Concentration in. . . and Minor in. . .
--addition of general science as a Teaching Major to complement the Elementary Education Major
--offering EDU 311 Audio-Visual Methods and Materials in the fall of the senior year, in an intensive format at the beginning and end of the student teaching semester, rather than in the spring of the junior year
--changing the biological science requirement from any laboratory biological science to BIO 101 + 101L, General Biology + lab

Possible program modifications:
--addition of an interview as a requirement for admission to all Teacher Education programs (see Summary)
--changing the art student teaching experience from two six-week experiences to a major and a minor experience, on the recommendation of all art master teachers during the fall of 1987
--addition of Marching Band course (1 semester hour) and secondary applied instrument (1 semester hour) for instrumental emphasis music majors--1988-89. Drop MUS 401 Form and Analysis (2 semester hours)
--addition of Piano Pedagogy 115 (2 semester hours) for vocal emphasis majors-1988-89. Drop MUS 401 Form and Analysis (2 semester hours)
--addition of an observation component to EDU 202 Foundations of Education to help prepare prospective teachers for teaching children with a wide range of abilities and diverse socioeconomic and ethnic backgrounds
--strengthening the secondary education program so that it becomes a minor
--addition of a business education program
--addition of an associate's degree in early childhood education
--making more use of the diverse subcultures in the Rochester area
--revision of form for evaluation of student teaching

Possible program modifications to the Elementary Education Major:
--revision of the Elementary Education Program (see Appendix 7) or:
--addition of Option C (two minors--18 hrs. each--selected from among the following subject areas: language arts, mathematics, general science, social studies) as a possibility for fulfilling the content area requirement of the Elementary Education Major. Students currently have two options:
Option A: Academic Major (30+ hrs.) or Teaching Major (30 hrs.)
Option B: Concentration (24 hrs.) plus Minor (18 hrs.)

--changing the physical science requirement from any physical science with lab to a course in general physical science + lab

Exceptions to full compliance with certification requirements: none

5.2

Roberts Wesleyan College began having its teacher education students take the NTE Core Battery of Tests when the NTE was first required for certification in New York State in the fall of 1984. Annual results on the NTE for the College's graduates are summarized in Figure 10.

Roberts Wesleyan students have done very well when compared with education students across the State. For example, in a memo to the College's President in the spring of 1987, the State Education Department reported the percentages of State examinees and Roberts examinees passing the NTE Core Battery in March of 1987. The comparison is presented below. However, because we are unable to identify all students included in the report as Roberts students, we have also included comparison passing percentages for all Roberts graduates from 1983 through December 1987.

	Communication Skills		General Knowledge		Professional Knowledge	
	RWC	NYS	RWC	NYS	RWC	NYS
*3/87	100%	82%	86%	70%	100%	86%
**83-87	100%		100%		100%	

---

*RWC figures include students who did not graduate from the Roberts Wesleyan Teacher Education Program
**Includes only RWC Teacher Education graduates

6.

Roberts Wesleyan College operates on the semester system, requiring at least 15 hours (50-minutes each) of instruction, and expecting two hours of out-of-class study and other assignments for each hour in class, for each semester hour of course credit. This basic measure is adjusted proportionately where non-traditional formats of study are used. Extensive care is taken to insure that such credit is earned only for college-level work, and that the students have achieved the stated objectives of each credit-bearing learning activity. Enrollment of secondary school students in undergraduate courses, of the College's undergraduates in graduate courses, and of graduate students in the College's undergraduate courses is strictly controlled by the institution.

6.1

Early each fall, an academic calendar for two years hence that meets the credit guidelines above is drafted by the College Registrar and the Academic Dean. The proposed calendar is studied by the Educational Policies Committee and, if approved by that committee, submitted to the total faculty for

(continued on page 57)

Figure 10

NTE CORE BATTERY SCORE AVERAGES BY YEAR FOR EDUCATION GRADUATES

Year of Graduation	Overall Number of RWC Students	NTE Test of Communication Skills	NTE Test of General Knowledge	NTE Test of Professional Knowledge
1987	25	670	667	665
1986	23	666	663	662
1985	24	668	663	662
1984	1	675	658	657
1983	2	665	670	668

- -

National Averages by Test Year				
1987-88	116,068	659	658	658
1986-87	92,499	659	657	657
1985-86	65,424	659	656	656
1984-85	52,577	659	655	656

examination and approval. After approval by the Faculty, the calendar is submitted for approval to, and recommended to the President by, the College's Administrative Committee. Final review and approval rests with the College's Board of Trustees, at its October meeting. Figure 11 shows the academic calendar for 1989-90 that was approved by the Board of Trustees at its October 1987 meeting. The College's approved academic calendars for 1987-88 and 1988-89 are presented on pages 2 and 3 of the College's current Catalog and on pages 28 and 29 of the Faculty and Staff Handbook.

Classes at Roberts Wesleyan College do not meet in fifty minute segments. Monday, Wednesday, Friday daytime classes are 55 minutes long, while Tuesday and Thursday classes are an hour and twenty minutes long. Time spent in class over the course of a semester for each hour of credit equals or exceeds the time spent in class under a system of fifteen fifty-minute periods. Each semester's final examination week includes a two-hour examination period for every course. The daily schedule and final exam schedule for 1987-88 is shown in Figure 12.

Transfer credit is awarded according to the policy stated on page 10 of the College Catalog. In addition, the College has been working with the two-year community colleges throughout up-state New York on the development of detailed 2 + 2 automatic transfer agreements for students who take a designated program of courses and receive specified grades at the community college. In the case of non-accredited institutions, or where there are questions about course substance and rigor, credit may need to be validated by examination or other appropriate methods before credit can be given. Where institutions are on other than a semester system, credits are translated into semester hours.

The Registration Office and the Assessment Center work closely together to validate college-level learning gained from life, work, or other non-college education experiences. Use is made of oral and written tests administered by faculty members, Advanced Placement Program records, College Level Examination Program results, college credit recommendations from the Directory of the National Program on Noncollegiate Sponsored Instruction, American Council on Education recommendations for military courses, the New York State Regents College Examination results, and portfolio analysis by faculty using the Kolb model and standards approved by the Council on Adult and Experiential Learning.

College-level substance and rigor are also taken very seriously for Roberts Wesleyan College courses. Any new course or program being suggested for inclusion in the curriculum must meet academic standards and be proposed in writing using a standardized format, developed in 1981-82 (See Figure 13). Roberts Wesleyan faculty members are all subject-matter specialists who are knowledgeable about and sensitive to what constitutes college-level substance and rigor. (Sixty-three percent of the faculty outside of nursing hold the doctorate or other terminal degree in their field, and a number of part-time faculty also fall into this category.)

Proposals for new or revised courses and programs must first be formally approved by the Faculty in the pertinent academic division or divisions. If it is a general education course being proposed, the proposal is sent to the College's General Education Committee, which analyzes the course using the set of process criteria and the set of content criteria shown in Figure 14. The

(continued on page 64)

Figure 11

1989-90 RWC ACADEMIC CALENDAR

ACADEMIC CALENDAR
1989-90

SEMESTER I

Faculty/Staff Buffet	August 29
Faculty Retreat	August 30, 31
New Faculty Orientation	September 1
New Student Orientation	September 1-4
New Student Registration	September 4 (A.M.)
Continuing Student Registration	September 4 (P.M.)
Classes Begin	September 5
Convocation	September 15
Homecoming	October 6-8
Fall Recess Begins	October 13 (6:00 P.M.)
Fall Recess Ends	October 18 (8:00 A.M.)
Mid-term	October 24
Parents Weekend	October 27-29
Thanksgiving Recess Begins	November 21 (10:00 P.M.)
Thanksgiving Recess Ends	November 27 (8:00 A.M.)
Reading Day	December 14
Final Exams	December 15-21 (Thursday)
Semester I Ends	December 21

67 Days of Classes + 5 Days of Final Examinations

January Term -- January 2 to January 12

SEMESTER II

Registration	January 15
Classes Begin	January 16 (8:00 A.M.)
Convocation	January 19
February Recess Begins	February 16 (6:00 P.M.)
February Recess Ends	February 26 (8:00) A.M.)
Mid-term	March 9
Easter Recess Begins	April 6, Friday (6:00 P.M.)
Easter Recess Ends	April 16, Monday (8:00 A.M.)
Reading Day	May 4
Final Exams	May 7-11
Baccalaureate	May 12
Commencement	May 13

67 Days of Classes + 5 Days of Final Examinations

SUMMER SESSIONS - 1990

Session 1 May 16 - June 8 (17 days)

Session II June 11 - June 29 (15 days)

RO/9/24/87

Figure 12

DAILY AND FINAL EXAMINATION SCHEDULES FOR 1987-88

Daily Schedule

PERIOD	TIME	DAYS
1	8-8:55 A	MWF
2	8-9:20 A	TR
3	9:05-10:00A	MWF
4	9:30-10:50A	TR
CHAPEL	10:10-11:05P	MWF
5	11:10-12:05P	MWF
6	11-12:20P	MWF
7	12:15-1:10PM	MWF
8	12:30-1:50P	TR
9	1:20-2:15P	MWF
10	2-3:20P	TR
11	2:25-3:20P	MWF
12	3:30-4:50P	TR
13	3:30-4:25P	MWF
14	7-8:20P	TR
15	4:35-5:30P	MWF
16	8:30-9:50P	TR
17	7-8:20P	MW
19	8:30-9:50P	MW

Abbreviation Key

ACH - Carpenter Hall
FLD - Athletic Field
CH - Cox Hall
GYM - Carpenter Hall
LFC - Life Fitness Center
M - Mersereau Hall
PAR - Parmerter Chapel
PH - Pearce Hall
SSC - Smith Science Center
TBA - To Be Arranged
M - Monday
T - Tuesday
W - Wednesday
R - Thursday
F - Friday

A - following time = morning class
P - following time = afternoon class
P - below course title indicates course has a prerequisite.

FINAL EXAMINATION SCHEDULE
Semester I, 1987 - Dec. 14 - 18
Semester II, 1988 - May 2 - 6

TIME:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-10:00	MWF 8-8:55 AM CLASSES	TR 8-9:20 AM CLASSES	MWF 9:05-10 AM CLASSES	TR 9:30-10:50 AM CLASSES	MWF 11:10-12:05 PM CLASSES
10:30-12:30		TR 11-12:20 PM CLASSES	MWF 1:20-2:15 PM CLASSES	TR 12:30-1:50 PM CLASSES	MWF 12:15-1:10 PM CLASSES
1:30- 3:30	MWF 2:25-3:20 PM CLASSES	TR 2-3:20 PM CLASSES	MWF 3:30-4:25 PM CLASSES		
3:40- 5:40	MWF 4:35-5:30 PM CLASSES			TR 3:30-4:50 PM CLASSES	
7:00- 9:00	MW 7-8:20 PM CLASSES	TUESDAY 7-8:20 PM CLASSES	MW 8:30-9:50 PM CLASSES	TR 8:30-9:50 PM CLASSES	

FINAL EXAMS WILL OCCUR AS SCHEDULED FOR ALL CLASSES WHICH MEET WITHIN THE DESIGNATED TIME PERIODS.

IMPORTANT: NOTE THE FOLLOWING

The only basis for requesting a change in the scheduled time for a final exam is an emergency beyond the student's control. Please understand that a ride with someone who is leaving before your last exam is not viewed as an emergency. These schedules are printed early for your convenience so that you may plan your travel around your exam schedule.

Requests for change of schedule is done by contacting the Registration Office.

Figure 13

FORMAT FOR SUBMISSION OF COURSE PROPOSAL

Proposed Course Title and Number

I. Broad/catalog description of the course including the content to be included.

II. The need or justification for the course.

- A. Why this should be offered at this time?
- B. How the course would contribute to:
  1. College goals
  2. Student goals
  3. Department/Division goals
- C. How the course will contribute to the goals of other departments/divisions or majors
- D. How the course will contribute to the college and greater community
- E. The expected enrollment of the course

III. The curriculum outline for the course

- A. Course content
- B. Broad goals and specific measurable student outcomes
- C. Prerequisites
- D. Methods including potential texts (if known), sequence, and performance measures.

IV. Resources required

- A. What resources will be used?
  1. Space (classroom, lab, other)
  2. Staff-Teacher(s), supervisors, (e.g., in practicum), tutors, teaching assistants, secretarial, other.
  3. Time for class, lab, expected student staff, preparation, practicum, supervision, secretarial, other.
  4. Equipment and vehicles
  5. Supplies and books including library expenses
  6. Money--the expected cost of the course when all of the above are calculated including a % for overhead.
- B. Where will these resources come from?
  1. Financial Sources, - student fees, grant money, etc.
  2. Other sources - other courses discontinued, local agencies, etc.

V. What measures of effectiveness will be used to assess students progress, and to assess whether the course has met the goals in III above and the needs in II above?

VI. When will the course be piloted and what will the process of evaluation be?

Figure 14

PROCESS AND CONTENT CRITERIA FOR THE SELECTION OF RWC GENERAL EDUCATION COURSES

PROCESS CRITERIA

The selection of general education courses is guided by the following process criteria:

1. Breadth. Does the course offer broad exposure to content within a given area (breadth within discipline)? Does the course contribute to the study of various disciplines (breadth across disciplines)? Is the course or experience a broadening one for the student (personal breadth)?
2. Integration. Does the course help students integrate faith and learning, that is, personalize and internalize spiritual values? Does the course help students integrate content, including historical perspectives? Does the course encourage faculty and students to be co-learners in the process of integrating theory and practice?
3. Communication. Does the course provide opportunities for students to develop communication skills: listening, speaking, reading, and writing? Are ample opportunities provided for students to practice speaking and writing in particular? To qualify for the General Education Program, a course must have a writing component, graded for both form and content.
4. Thinking. Does the course provide opportunities for students to enhance their ability to think critically and creatively? Are experiences provided which help students solve problems, make decisions, analyze, synthesize and evaluate?
5. Inquiry. Does the course teach a method of inquiry, e.g., aesthetic, historic, philosophic, scientific? Does the course provide opportunities for students to experience ways of knowing which can provide the basis for lifelong learning?
6. Valuing. Does the course help students examine values and establish life goals? Does the course help students identify and value their own beliefs, recognize ethical dilemmas, recognize the rights of others, accept others, make decisions about ethical issues, develop a sense of responsibility?

CONTENT CRITERIA

For the general education experience at Roberts Wesleyan College, students should engage in learning activities which address the content, perspective, and methodology of each of the major academic areas. Study in each discipline or area should address the need for:

Figure 14 (continued)

Humanities

1. Exposure to major concepts, theories and methodologies in the study of the Humanities;
2. Exposure to and understanding of the basic tools of the discipline, and experience in manipulation of those tools and skills;
3. Awareness of the role of the humanities in understanding historical, cultural, religious, ethical and political issues;
4. Appreciation of the discipline as a "way of knowing" (i.e., a perspective);
5. Understanding of each disciplinary perspective in relation to the other perspectives and disciplines;
6. Recognition of current and future applicability of the discipline to personal meaning and professional identity.

Natural Science and Mathematics

1. Exposure to major concepts, theories, methodologies, and laws in the field of Science which provide insight into the breadth of the discipline;
2. Exposure to and understanding of the basic tools of the discipline, and experience in manipulation of those tools and skills;
3. Awareness of the scientific principles related to historical, cultural religious, ethical, and political issues;
4. Appreciation of the discipline as a "way of knowing" (i.e., a perspective);
5. Understanding of the theories, models and laws in relation to the other perspectives and disciplines;
6. Recognition of current and future applicability of the discipline to personal meaning and professional identity.

Social Science

1. Exposure to the major concepts, theories and methodologies from the area of Social Sciences which provide insight into the breadth of the discipline;
2. Exposure to and understanding of the basic tools of the discipline, and experience in manipulation of those tools and skills;
3. Awareness of the patterns of social behavior related to personal beliefs and historical, cultural, religious, ethical, and political issues;
4. Appreciation of the discipline as a "way of knowing" (i.e., a perspective);
5. Understanding of the theories and models in relation to the other perspectives and disciplines;
6. Recognition of current and future applicability of the discipline to personal meaning and professional identity.

Fine Arts

1. Exposure to the major aesthetic concepts and methodologies which provide insight into identifying, comprehending, and evaluating human values and attitudes embodied in cultural artifacts;
2. Exposure to and understanding of artistic forms and styles, and creative experiences using basic tools of the discipline;
3. Awareness of aesthetic principles related to historical, cultural, religious, ethical, and political issues;
4. Appreciation of the discipline as a "way of knowing" (i.e., a perspective);
5. Understanding of each disciplinary perspective in relation to the other perspectives and disciplines;
6. Recognition of current and future applicability of the discipline to personal meaning and professional identity.

Academic Division, or the General Education Committee in the case of general education courses, recommends the proposal to the College's Educational Policies Committee for approval. The Educational Policies Committee discusses each proposed new or modified course or program in depth and votes its recommendation to the full Faculty, rejects the proposal, or sends the proposal back to the Academic Division or General Education Committee for revision or further study. If the Faculty approves the proposal, it goes to the President for his approval and then to the Board of Trustees for final approval. If the proposal substantively changes the academic program or is a new program, it must then be submitted to NYSED for State approval before implementation can begin.

Each Academic Division keeps minutes of its faculty meetings, which are housed in the division office in each case. The Educational Policies Committee and General Education Committee minutes are housed in the Registration Office. Minutes of institution-wide Faculty meetings are housed in the office of the Academic Dean. Finally, the Administrative Committee and Board of Trustees minutes are housed in the office of the President.

In addition to the process and content criteria for general education in Figure 14, the Faculty and Staff Handbook contains eight principles for curriculum development and refinement that apply across all disciplines and programs, plus a "150% rule" to prevent undue proliferation of courses within program areas (see pages 138-142 of the Faculty and Staff Handbook). One of those principles states the following: "Each program or subprogram should have one or more of its faculty members assigned to monitor program quality, look for means of program improvement, and stimulate and coordinate needed curriculum development. Similarly, divisions should designate responsibility for interdisciplinary and interdivisional curricular development and linkage. In that pattern, the College has established a General Education Committee, with representatives from each academic division and from other relevant campus units, to serve as a watch dog for general education and the core curriculum."

Another way that courses and the curriculum are monitored is through classroom observation. Roberts Wesleyan has a long tradition of classroom visits to, and observation of, classes taught by new faculty and those up for promotion or tenure by Academic Division Chairs and the Academic Dean.

In addition to the above, the College has in place procedures and an expectation that each academic division will have conducted a formal program review of each segment within the division on a three-to-five year cycle. These academic program review procedures (page 142-143 of the Faculty and Staff Handbook are presented in Figure 15.

Finally, as shown in Figure 4 on page 35, the institution-wide strategic planning process contains an annual program review phase. Annually, in December and January, each academic division and major administrative unit prepares a review of its primary changes, strengths, and weaknesses. The program review process includes a form on which the following questions are asked:

1. How would you rate the quality or lack of quality of this program, and why?

(continued on page 66)

Figure 15

RWC ACADEMIC PROGRAM REVIEW PROCEDURES

Each program within a division should receive an overview assessment each year. Although relatively superficial, these overviews serve to alert the division to any major circumstances or situations requiring immediate remedial action. The institutional planning officer provides forms on which these program reviews are to be written for inclusion in the college budgeting and planning process. Emphasized in each annual curricular program review are the program's adequacy in meeting student and employer needs; its compatibility with institutional and divisional mission and goals; its coverage; its effectiveness; and its efficiency in terms of such resources as time, energy, and people.

In addition to the overviews, every division is expected to conduct an in-depth assessment of one program, or of one or more aspects of all its programs, each year. In conducting the program review, questions should be developed to reflect the key divisional concerns pertaining to each relevant function or outcome goal. For each question, the division should determine what data and information are pertinent, and collect the needed data. In general, it is more reliable and valid to accumulate, compare, and contrast a variety of easily-collected informal or qualitative data than to rely on a single piece of objective data which requires inordinate time and effort to collect and use. Synthesis, analysis, and interpretation of the collected data provide the basis for fruitful discussion within the division and ultimately for appropriate solutions, decision, and action.

Systematically pursuing the process of in-depth evaluations for every segment within the division, over a three-to-five year cycle, will allow an accumulation of data for the entire division that can provide a picture of the health and functioning of the total division. During the year following completion of such a cycle, the division should assemble the data previously gathered and collect any additional data needed to assess progress in the problem areas previously identified and targeted for remedial action. These broad-scale divisional reviews can then form the basis for an institution-wide composite picture from which to judge the curricular health of the College.

2. What are the two most important strengths of the program?
3. What are the two most important weaknesses of the program?
4. How much of a need for this program is there in terms of the different groups it serves, the number of people served, and the benefits that are or should be received by the client groups? Is the need increasing, stable, or decreasing.
5. How can this program be improved, and what resources would be necessary to bring about such a change?
   a. Improvements that should be made next year
   b. Long-term improvements that are needed
6. How much money do you project would be needed for the changes proposed in 5a and the changes proposed in 5b?
7. Are there other concerns that you or your colleagues have about the program that should be mentioned?

These questions are asked concerning all academic divisions and administrative units. Faculty members submit their completed forms to the Division Chairperson, who considers this faculty input in preparing the final version for the division. The Program Reviews for academic divisions are submitted to the Academic Dean. The Program Reviews are reviewed by the President and Administrative Cabinet and approved by the Administrative Committee. This process was not followed during the current year since the Self-Study is being conducted.

IV. FACULTY

7.

All members of the Roberts Wesleyan College faculty have demonstrated their competence to offer the courses and discharge the other academic responsibilities assigned to them. This competence has been demonstrated through training, earned degrees, scholarship, experience, classroom performance and other evidence of teaching potential such as student and peer ratings. The faculty is sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course is sufficient to assure effective instruction. For each curriculum there is a designated body of faculty who, with the academic officer of the College, are responsible for setting curricular objectives, determining the means by which achievement of objectives is measured, evaluating the achievement of curricular objectives, and providing academic advice to students. Every curriculum at Roberts Wesleyan College has at least one faculty member holding the earned doctorate or other terminal degree in an appropriate field. Academic policies applicable to each course, including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term.

7.1

Pages 147-152 of the catalogs submitted to the State Education Department along with this self-study report present an up-dated listing of 1987-88 academic year faculty at Roberts Wesleyan College. The highest degree, rank and title, completed degrees, and length of time at Roberts Wesleyan are included for each faculty member.

7.2

See Table 13 for a listing of the teaching faculty of the Division of Teacher Education.

7.3

Education faculty members ensure that new research findings and theories relevant to the field of education are incorporated into the curricula of the education program by maintaining memberships in professional organizations, reading relevant professional journals and other publications, and attending professional conferences and workshops. The College encourages these activities for all faculty members through its Faculty Growth Contract System, described on pages 92-97 of the Handbook. Each faculty member participating fully in the system, has his/her own faculty growth committee, consisting of the Division Chair, Academic Dean, and one or two peers chosen by the faculty member. (Generally over 95% of the College's faculty who are half-time or more have elected to participate fully in the system.) Figure 16 presents the growth plan format as required by the system. The Faculty Growth Committee reviews and approves the plan before it is submitted to the College budget process to ensure that the faculty member is keeping up to date in his or her fields and working on professional goals that are best for both the faculty member and the College. Education faculty members are encouraged to participate fully in this system. For example, several education faculty

(continued on page 71)

TABLE 13

FACULTY FOR 1986-87

(See Item 7.2 for description of faculty to be included.)

Institution Roberts Wesleyan College

Name	Highest Degree & Field	T/U*	FT/PT	Total No. Sem. Hours Taught All Programs: Undergrad./Grad.	No. Advisees: All Programs	No. Student Teachers Supervised: All Programs	Other Tasks
ASSOCIATE PROFESSORS							
Bowman, Herman	Ed.D.-Education	U	FT	11	9	23	Committees
DeBoer, Paul	D.M.-Music	U	FT	20	10	3	Administr., Committees
Hayward, Craig	Ed.D-Exercise Sci.	T	FT	8	6	0	Administr., Committees, Coaching
Peterson, Willard	M.S.-Art Education	U	FT	24	8	2	Committees
Piazza, Linda	Ed.D.-Education	U	FT	15	16	1	Administr., Committees
Sisson, Kenneth	Ed.D.-Physical Ed.	U	FT	6	8	0	Administr., Committees, Coaching
ASSISTANT PROFESSORS							
Cummings, Grace	M.M.-Music	U	FT	23	5	1	Voice, Committees
Ernsthausen, Carol	M.S.-Education	U	FT	11	3	0	Learning Ctr., Committee
Pessagno, Christine	M.Ed.-Education	T	FT	17	11	0	Coaching, Committees, Administr.
INSTRUCTORS							
Faro, Michael	B.A.-History	U	FT	16	9	0	Coaching, Committees
Taylor, Shawn	M.A.-Psychology	U	FT	9	0	0	Counselor, Committees
ADJUNCTS							
Chapman, Barbara	M.S.-Education	U	PT	2	0	0	
Drug & Alcohol Council		U	PT	1	0	0	
Piccirilli, Richard	Ph.D.-Education	U	PT	2	0	0	
Witzel, Jean	M.S.-Education	U	PT	6	0	0	

82

81

NOTE: Because Roberts Wesleyan College has no graduate programs, there was no release time for advisement of students writing theses or dissertations.

Figure 16

RWC FACULTY GROWTH PLAN FORMAT

Name: ______________________________

1988-89 RWC FACULTY GROWTH PLAN

1. Current short-term goals (those presently in progress for 1987-88):
   a.

   b.

   c.

2. Personal & professional strengths:

3. Areas to be further developed (needing growth):

4. Long-range goals (next five years):

5. Three goals for the next academic year (1988-89):
   a.

   b.

   c.

6. Benefits of the short-term goals listed for Item 5 above:
   a. personal/professional

   b. for the college

7. Factors effecting achievement:
   a. internal (within college - student enrollment, functions, priorities)

   b. external (outside college - changes within discipline, research findings, socio-political factors)

8.

a.	b.	c.	d.
Specific personal/professional developmental outcome goals for 1988-89, summerized in Item 5 on page 1.	Activities, tasks & experiences proposed to accomplish the short-term developmental goals in column a, & schedule for accomplishing them.	Funds that need to be budgeted for each item in column b.	How you will determine if each goal has been met, or progress achieved.

Figure 16 (continued)

9. Attach a copy of your summary evaluation of your 1986-87 growth plan goal accomplishment/progress (1-2 pages)

10. The deadline for submittal of your 1988-89 Growth Plan (and attachment) as approved by your growth committee is JANUARY 20, 1988. (Must be received by the Academic Dean's Office by that time).

members have taken advantage of the system by attending faculty development workshops at Monroe #2-Orleans BOCES in Spencerport, New York. Faculty portfolios, discussed below, reveal ways in which individual faculty members have engaged in professional activities.

8.

The teaching and scholarship of each faculty member, as they relate to the faculty member's responsibilities, are evaluated periodically by the College. The teaching and scholarship of each inexperienced faculty member receives special supervision during the initial period of appointment.

8.1

Roberts Wesleyan College takes care in the selection process to assure the appointment of quality faculty who are effective teachers, as discussed on pages 68-69 of the Handbook. Whenever possible, candidates brought in to interview for faculty positions are asked to teach a course session while being observed by the selection committee.

The College uses a portfolio system of faculty evaluation, which was implemented in 1984-85 and is described on pages 86-92 of the Handbook. It is the responsibility of each full-time faculty member to update his/her portfolio annually. Included are student ratings, growth plans, goal progress/accomplishment data specified in the growth plan that have been collected, latest updated resume, information submitted to the Faculty Relations Committee when up for promotion or tenure, course syllabi, and other materials deemed relevant by the faculty member. The faculty members' portfolios are housed in a special file in the office of their respective academic divisions.

In the fall of 1985, the College Faculty approved a policy that every course is evaluated each semester, along with the instructor, by the students in the course during a designated "big event" week two or three weeks prior to the close of the semester. A common rating form, with two versions depending on type of course, is used and all forms are scored centrally after the end of the semester. Group tabulations of the rating form results are generated by the computer each semester for administrative use, but the individual results are seen only by the faculty member. Once each year the faculty member updates a form that shows year-to-year trends of student ratings by course taught, for two general items related to course quality and two general items related to instructor effectiveness. A blank copy of the trend form used is presented in Figure 18. The updated form is submitted to both the Division Chair and the Academic Dean. The student rating results have been exceptionally positive for the Roberts Wesleyan Faculty as a whole.

In addition to the portfolio files in each division office and faculty records kept by the Division Chair, central Faculty Personnel Records (that include student rating trend forms, updated resumes, promotion and tenure information, etc.) are kept by the Academic Dean's Office.

The faculty promotion process and criteria are described on pages 70-75 of the Handbook. The same process is used for awarding tenure, as described on pages 59-62 of the Handbook. Specific standards of competence or achievement

(continued on page 73)

Figure 17

ROBERTS WESLEYAN COLLEGE

CUMULATIVE TREND OF STUDENT COURSE EVALUATIONS

Page ___ of ___

Name______________________

Dept.______________________

Instructions: Transfer mean scores from Section 1 of the computer summary for the course to this sheet. This sheet will profile 7 years of summary information. Copies should be sent each year to the Academic Dean and your Division Chair.

COURSE CODE	COURSE NAME	SECTION 1 ITEM	1982 - 83		1983 - 84		1984 - 85		1985 - 86		1986 - 87		1987 - 88		1988 - 89	
			Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
		1. Course as whole														
		2. Course content														
		3. Instr. Contrib.														
		4. Instr. Effective														
		1. Course as whole														
		2. Course content														
		3. Instr. Contrib.														
		4. Instr. Effective														
		1. Course as whole														
		2. Course content														
		3. Instr. Contrib.														
		4. Instr. Effective														
		1. Course as whole														
		2. Course content														
		3. Instr. Contrib.														
		4. Instr. Effective														
		1. Course as whole														
		2. Course content														
		3. Instr. Contrib.														
		4. Instr. Effective														
		1. Course as whole														
		2. Course content														
		3. Instr. Contrib.														
		4. Instr. Effective														
		1. Course as whole														
		2. Course content														
		3. In[illegible] co[illegible]b.														

CUMULATIVE TREND OF STUDENT COURSE EVALUATIONS

Figure 17

are listed for the following five areas: (1) effective teaching, (2) professional participation and service, (3) institutional service, (4) moral and ethical leadership, and (5) personal qualities. As emphasized in the Handbook, effective teaching is given more weight than the other four areas. the Rank and Tenure Committee, called the Faculty Relations Committee, requires submission of a portfolio containing the following: complete student course rating data; student ratings of advising utilizing a common form and process; survey of program alumni conducted by the Academic Dean's Office for the person; latest resume and course syllabi; self assessment statement that includes a focus on the general criteria for promotion and tenure, and on the person's philosophy of education; Division Chair assessment; and Academic Dean Assessment. In addition to the required items, the faculty member is encouraged to include items that he/she feels will help present a more complete picture of effectiveness, competence, accomplishments, e.g., letters of support from peers, students, or relevant others. As a part of their assessment of the individual up for promotion or tenure, the Division Chair and the Academic Dean each observe in the classroom several times during the year and share findings with the faculty member. As the final step in the promotion and tenure process prior to decision, each candidate is interviewed by the Faculty Relations Committee.

The following faculty members were evaluated and awarded promotion and/or tenure during the 1986-87 academic year:

1. Dr. Elvera Berry - Promoted to Professor of Communication
2. Charles Canon - Promoted to Associate Professor
3. William Descoteaux - Promoted to Associate Professor of Social Work and Sociology
4. Michael Landrum - Promoted to Associate Professor of Keyboard Instruments and Theory
5. Maura Winnick - Promoted to Assistant Professor of Medical/Surgical Nursing
6. Loren Baker - Associated Professor of Art - Granted tenure
7. Dr. Craig Hayward - Associated Professor of Physical Education - Granted tenure
8. Audrey Klick - Associate Professor of Social Work and Gerontology - Granted tenure
9. Dr. Paul Livermore - Professor of Biblical Literature and George L. Skinner Professor of Religion - Granted tenure

8.2

New faculty receive a one-course reduction in load during their initial semester to help them adjust to their new role and to give them time to work with their Division Chair to attain the high levels of teaching effectiveness expected of all Roberts Wesleyan College faculty members. Those expectations are summarized in the College's philosophy of education statement on pages 4-10 and the chapter on curriculum and instruction beginning on page 108 of the Handbook.

In the fall of each year, prior to the beginning of classes, an extensive series of orientation seminars (coordinated by the Academic Dean) is presented for new faculty. Each year the orientation has been modified and expanded, based on the feedback received from the evaluation process built into the program, until it comprised two full half days in the fall of 1987. If desired by the new faculty, additional sessions with them will be scheduled at agreed-on times during the fall semester. The schedule for the 1987 Faculty orientation program is presented in Figure 18. In addition to the college-wide orientation program for new faculty, each academic division has its own tailored orientation program for its new faculty.

As stated on page 109 of the Handbook, the Division Chair bears primary responsibility for continuation decisions relative to probationary first-year faculty and part-time lecturers, for providing divisional orientation activities and counsel to them, and for promoting participation in the orientation and instructional assistance programs provided by the Academic Dean, the Student Services Office, the Learning Center, the Library, and other support services. For example, the Learning Center provides assistance in developing learning modules, basic skill deficiency recognition and help, creative teaching strategies to promote effective learning, and syllabi development (including encouragement of faculty to review their complete collection of the latest syllabi for all courses being taught at Roberts Wesleyan). (In addition to the Learning Center, course syllabi collections are located in each division office--for that Division's courses--and in the Academic Dean's office.) The Dean provides assistance as requested, plus other support. For example, he sent a supply of How to Hold Students and Teaching Tips for Part-Time Faculty to each Division Chair, for use with new faculty, and periodically adds books on teaching and other relevant topics to the Faculty Library in the Smith Science Center Faculty Lounge.

New full-time, part-time and adjunct faculty for 1985-86, 1986-87, and 1987-88 are listed below:

1985-86 New Faculty

Full-time

Dr. Herman Bowman, Associate Professor of Education
Dr. Kay Melnyk, Assistant Professor of Nursing
Richard Myles, Instructor in Computer Science
Shawn Taylor, Instructor in Psychology

Part-time

Meriel Friedman-Campbell, Lecturer in Nursing
Jacqueline Hagelberg, Lecturer in Nursing
Mark Harbold, Lecturer in Music
Martha Molloy, Instructor in Nursing

Adjunct

Meredith Altman, Lecturer in Mathematics
Rudolph Beutner, Lecturer in Chemistry
Dwight Brautigam, Lecturer in History
Grant Carey, Lecturer in Chemistry
Barbara Chapman, Lecturer in Education
Judith Fagen, Lecturer in Nursing
Dr. David Finks, Lecturer in Sociology
Caroline Giles, Lecturer in Nursing
Margaret Frothingham, Lecturer in Nursing
Raymond Newell, Lecturer in Astronomy
Catherine Williams, Lecturer in Nursing

(continued on page 77)

Figure 18
1987 NEW FACULTY ORIENTATION PROGRAM SCHEDULE

ROBERTS WESLEYAN COLLEGE

New Faculty Orientation

Friday, August 28, 1987

8:00 a.m. --- Opening prayer

8:00 - 8:30 a.m. --- Welcome, Introductions and Discussion of Perceived Needs

8:30 - 9:45 a.m. --- Important Procedural and Policy Matters (Don Mohnkern, Director of Student Research and Records)

9:45 - 10:15 a.m. --- Advising and Experiential Education (Dr. Patricia Krueger, Director of Advising, Experiential Education, and Career Planning and Placement)

10:15 - 10:30 a.m. --- Coffee Break

10:30 - 11:00 a.m. --- Academic Computing Support (Coenraad Bakker, Director of Academic Computing)

11:00 - 11:30 a.m. --- The Academic Divisions of RWC and How They Operate - Panel Presentations (4 minutes each)

Dr. Robert Shewan, Chair, Division of Fine Arts
Dr. Philip Ogden, Chair, Division of Natural Science and Mathematics
Dr. Carol Kenyon, Chair, Division of Nursing
Dr. Wesley Vanderhoof, Chair, Division of Religion and Humanities
Dr. Fred Coisman, Chair, Division of Social Sciences and Business Administration
Dr. Linda Piazza, Chair, Division of Teacher Education

11:30 - 12 noon --- Question and Answer Session (Division Chairs Panel)

Tuesday, September 1, 1987

8:00 - 8:30 a.m. --- A Faculty Perspective (Dr. Paul Berry, Professor of Music)

8:30 - 9:00 a.m. --- The Student Services Program and its Relationship to Academics and the Faculty (LeRoy Kettinger, Vice President for Student Services)

9:00 - 9:30 a.m. --- Learning Center Services and Procedures (Carol Ernsthausen, Director of the Learning Center)

9:30 - 10:00 a.m. --- Library Services and Procedures (Al Krober, Director of Library Services)

Figure 18 (continued)

10:00 - 10:15 a.m. --- Coffee Break

10:15 - 10:45 a.m. --- The Nontraditional Academic Programs at RWC (Loal Ames, Dean for Nontraditional Academic Programs)

10:45 - 11:15 a.m. --- The Faculty Role in Admissions and Recruitment (Barry Smith, Director of Admissions)

11:15 - 11:45 a.m. --- Faculty Growth Contracts, Student Ratings of Courses, Supplemental Pay Schedules, Promotion and Tenure, Faculty and Staff Handbook (Oscar Lenning, Vice President for Academic Affairs and Academic Dean)

11:45 - 12 noon --- Questions and Answers, Closing Prayer

Noon - 12:30 p.m. --- Tour of the campus with Dean Lenning for anyone who desires such a tour

1986-87 New Faculty

Full-time

Marilyn Belli, Assistant Professor of Medical/Surgical Nursing
Charles Herman, Associate Professor of History
Dr. Julia Pecnik, Assistant Professor of Psychology
Margaret Anne Schwalm, Assistant Professor of Community Health

Part-time

Meriel Friedman-Campbell, Instructor in Nursing
Naomi Fuji Garwood, Learning Specialist
Karen Travis, Instructor in Oral and Written Communication

Adjunct

Drew Austin, Lecturer in String Methods
Carlos Cruz, Adjunct Instructor in Criminal Justice
Donald Evans, Lecturer in String Bass
Suzanne Fehniger, Adjunct Instructor in Spanish
James Flynn, Adjunct Assistant Professor of Accounting
Martha Fortune, Adjunct Assistant Professor of Nursing
Moses Gilbert, Adjunct Associate Professor of Social Work
Tamara Horton, Adjunct Assistant Professor of Social Work
Sharon Howson, Adjunct Assistant Professor of Communication
Peter Kurau, Lecturer in French Horn
Caroline Larson, Adjunct Assistant Professor of Nursing
Paul Mauer, Adjunct Assistant Professor of Physics
Alice Meyer, Lecturer in Clarinet
Nyela Mueller, Adjunct Assistant Professor of Music
Adrienne Roat, Adjunct Assistant Professor of Communication
Brian Rozen, Lecturer in Woodwind Methods
Dr. Gary Walsh, Adjunct Assistant Professor of Religion
Jean Witzel, Adjunct Assistant Professor of Education

1987-88 New Faculty

Full-time

Carolyn Bowman, Assistant Professor
Dr. Carol Kenyon, Associate Professor of Nursing
   and Chair, Division of Nursing
W. John Monroe, Instructor in Computer Science
Bruce Robertson, Assistant Professor of Accounting

Adjunct

Mary Eileen Callan, Adjunct Assistant Professor of Nursing
Joseph Conway, Adjunct Assistant Professor of History
Donna Costello, Adjunct Assistant Professor of Economics
John DiCaro, Adjunct Assistant Professor of Business Law

Dr. James Dombeck, Adjunct Associate Professor of Criminal Justice
Kathleen Driscoll, Adjunct Assistant Professor of Journalism
Stacy Falkowski, Adjunct Assistant Professor of Gerontology
Nancy Fenity, Adjunct Assistant Professor of Gerontology
Cheryl Follansbee, Adjunct Instructor in Psychology
Deborah Graham, Adjunct Instructor in Mathematics
Ronald Hallman, Adjunct Assistant Professor of Criminal Justice
Alana Johnson, Adjunct Instructor in Writing
Kathleen Lach, Adjunct Assistant Professor in Social Work
Neal MacCreery, Adjunct Assistant Professor of Education
Diane Malone, Instructor in Nutrition
Dr. Dean Nemecek, Adjunct Associate Professor of Psychology
J. Christopher Pruszynski, Adjunct Assistant Professor of Communication
John Quinn, Adjunct Assistant Professor of Social Work
Robert Reddinger, Adjunct Assistant Professor of Writing
Cynthia Sikes, Lecturer in Saxophone
Richard Stacy, Adjunct Assistant Professor of Education
Denise Taylor, Adjunct Instructor in Linguistics
Joseph Turcer, Adjunct Assistant Professor of Religion

Records documenting supervision of new faculty are located in each Academic Division Chair's office.

9.

Each member of the faculty is allowed adequate time to broaden professional knowledge, prepare course materials, advise students, direct independent study and research, supervise teaching, participate in institutional governance, and carry out other responsibilities appropriate to his/her position.

9.1

A normal full-time classroom teaching load at Roberts Wesleyan College is 24 semester hours per year, which it is assumed will involve--during the fifteen weeks of each semester--twelve hours per week of classroom contact with students and twenty-four hours per week for class preparation, working with one's students outside of class, grading, etc. (To be adaptable for four- and five-hour courses and provision of directed and independent studies, a full annual teaching load can encompass 24-26 semester hours.) This leaves time for normal loads of student advising, curriculum development, committee meetings, faculty meetings, etc. Examples of what load credit is awarded for non-classroom teaching follow (with the credit adjusted as the circumstances dictate):

student teaching - 1 hour of load for each 2.5 students
3-6 hour internships - 1 hour of load for each 5 students
7-9 hour internships - 1 hour of load for each 4 students
directed study - 1 hour of load for each 10 semester hours of student credit
independent study - 1 hour of load for each 20 semester hours of student credit
Division Chair administration - 6 hours of load per year minimum; more depending on the size and complexity of the academic division

Pages 77-82 of the Handbook describe faculty load policies and procedures.

9.2

The institutional policies on faculty appointment and reappointment are presented on pages 59-77 of the Handbook. A list of the College's faculty who were granted promotion or tenure during academic year 1986-87 is presented in Section 8.1.

9.3

No policies are applied differentially to Education faculty. For example, load credit for supervising student teaching was determined from time-on-task analysis, with the goal that it be equivalent in time-on-task terms to classroom teaching load awarded across the curriculum.

V. ADMISSIONS

10.

The admission of students is determined through an orderly process using published criteria that are uniformly applied. The admissions process is designed to encourage participation in the College's academic programs at all levels by persons from groups historically under represented in such programs.

10.1

Admissions criteria are presented on pages 9-11 of the College Catalog. Standards for admission to the Teacher Education Programs are presented on page 94 of the Catalog. These have recently been revised with additional requirements as shown in Figure 9. The admissions process may include on-campus interviews by the admissions counselors and Director of Admissions, the registrar and faculty in the curricular area of student interest. Based on a review of the data gathered during the admissions process, the application form, standard scores, high school grades and recommendations, a decision is made by the admissions staff to either accept the student for admission or refer the student's application to the Admissions Committee. The Admissions Committee consists of the Director of Admissions, the Registrar, the Vice President for Student Affairs, and the Vice President for Institutional Advancement. The committee can accept the student, accept the student on a conditional basis, or deny the student admission. When additional information is necessary a student may be requested to take the Nelson-Denny Reading Test. Some academic divisions have additional program admissions requirements.

The Teacher Education Program Professional Admissions Committee plays the central role in admitting students to the Teacher Education Programs. The chair of this committee, Dr. Linda Piazza, has recently been formally trained in the administration of the Pre-Service Teacher Perceiver Interview, developed by Selection Research, Inc., of Lincoln, Nebraska. She is currently utilizing this structured in-depth interview in assessing talent that may lead to success in the field of education.

10.2

The following describes the efforts put forth by the institution to encourage enrollment, retention and graduation of persons from groups historically under-represented in collegiate programs. Within our recruitment efforts, we look both to the New York City area and the inner city of Rochester to make contact with qualified ethnic and minority groups.

Assisting us in recruiting minorities and ethnics are:

1. Recommendation received from ethnic pastors, students, and alumni.
2. Campus resources, e.g., our international advisor, international club, ethnic advisor, and ethnic awareness club.
3. Increased course offerings, to provide a wider selection of courses for ethnic students, through the inclusion of cross-registration with other area colleges in the Greater Rochester Area.

The Teacher Education Program has placed student teachers in the inner-city schools of Rochester and has expressed to City school officials our interest in minority students. Our Religion and Humanities Division has developed a cooperative program with Marshall High School in the City for gifted students to earn college credit in speech.

10.3

A measure of success in recruiting ethnic and minority students is to compare our percentages of ethnics and minorities to percentages nationally and at other local colleges. The following comparison study by CIRP (Co-operative Institutional Research Program) out of UCLA demonstrates some interesting comparisons regarding current freshmen.

	Freshmen at Roberts Wesleyan College	Freshmen at Other Private Colleges Similar To Roberts Wesleyan in Size & Nature
White/Caucasian	89.8%	95.0%
Black/Negro/Afro-American	6.3	2.2
American Indian	1.6	0.7
Asian American/Oriental	0.8	1.7
Mexican/American Chicano	0.0	0.7
Puerto Rican/American	3.1	0.3
Other	0.8	0.9

Conversations in a previous year with officials at other area colleges during a Rochester Area Colleges consortium meeting indicated that Roberts Wesleyan has the largest percentage of undergraduate minorities of any other area four-year institution. Based on such comparisons we have apparently attained some success in recruiting from among this population. However, it is our intention to monitor this area of recruitment and seek to identify ways for continued improvement.

There is, to date, no comparative data for graduates conducted by this research (i.e., CIRP). We do, however, have local graduation data, which are discussed in Section 10.4.

We also attempt to assess retention through other means. Student Services regularly conducts meetings with ethnic and minority groups and clubs to assist the students in making adjustments to college life and to gather information from them about the impact of our ethnic and minority student retention efforts. The Learning Center seeks similar input as it attempts to identify those students who may need basic skill assistance.

10.4

Tables 14 and 15 show enrollments and graduation statistics for education students (Table 14) and all students (Table 15). As indicated by the graduation statistics in those tables, we have enjoyed very limited success, especially in retaining minority students. Obstacles to the success of our efforts include:

(continued on page 85)

TABLE 14

BACCALAUREATE ENROLLMENTS AND DEGREE AWARDED EDUCATION PROGRAMS

Institution Roberts Wesleyan College

Type of Data	Academic Year		
	1982-83 PT/FT	1984-85 PT/FT	1986-87 PT/FT
No. first-time students enrolled by racial-ethnic background:			
Asian	not available	not available	0
Black			1
Hispanic			1
Native American			0
White			20
Other			
Total first-time enrollment			22
No. baccalaureate degrees awarded by racial-ethnic background:			
Asian	0	0	0
Black	2	0	0
Hispanic	0	0	0
Native American	0	0	0
White	13	21	21
Other			
Total baccalaureate degrees awarded	15	21	21

Table 14 (continued)

BACCALAUREATE ENROLLMENTS AND DEGREES AWARDED
EDUCATION PROGRAMS

Institution: Roberts Wesleyan College

Type of Data	Academic Year 1987-88
No. education students currently enrolled by racial-ethnic background:	
Asian	1
Black	7
Hispanic	4
Native American	0
White	126
Other	1
Total students currently enrolled	139

TABLE 15

BACCALAUREATE ENROLLMENTS AND DEGREES AWARDED ALL BACCALAUREATE PROGRAMS OF THE INSTITUTION

Institution: Roberts Wesleyan College

Type of Data	Academic Year		
	1982-83 PT/FT	1984-85 PT/FT	1986-87 PT/FT
No. first-time students enrolled by racial-ethnic background:			
Asian			4
Black			12
Hispanic			3
Native American			0
White			106
~~Other~~ International			11
Total first-time enrollment			136
No. baccalaureate degrees awarded by racial-ethnic background:			
Asian	0	3	0
Black	3	1	1
Hispanic	1	0	4
Native American	0	0	1
White	114	94	118
~~Other~~-Non-resident alien	0	1	11
Total baccalaureate degrees awarded	118	99	135

1. The salary schedule for the College is not competitive to recruit the minority and ethnic faculty and staff who are needed to serve as mentors and models for our ethnic and minority students.

2. The educational background of prospective students often does not adequately prepare them for admission to the college.

3. A small percentage of the minority and ethnic high school students go on to college, and thus they are highly recruited by other colleges and universities.

4. The 2.5 cumulative GPA required for admission to the Teacher Education Program is a barrier to some students.

Our campus and academic programs offer many resources to minorities and ethnics:

1. The Learning Center provides numerous opportunities for minority students to support their own efforts and the potential of their education here at Roberts Wesleyan.

2. The Learning Center has a minority staff member.

3. We use our alumni to assist minority students in their college endeavors. Alumni also are used to develop relationships with potential employers for our graduates.

11.

Admissions takes into account the ability of the student to undertake a course of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program.

11.1

As part of the program of institutional assessment, a number of diagnostic or placement tests are administered to the entering freshmen class as a means of estimating the students abilities. The tests, as well as brief protocols for the use of the results, are listed below:

1. Nelson-Denny: Most entering students take this test and the results are monitored and assessed by the Learning Center. Students falling below the 30th percentile are placed within a Freshmen Seminar group that allows for special assistance in supporting their academic endeavors.

2. A writing sample is required. Based on information from the application students are placed in either the Principles of Writing course or the English Essentials program. The writing samples are on file for one year in the Humanities Department and provide cross reference and validation for earlier placement or subsequent movement.

3. SAT and ACT scores are used in conjunction with GPA, class ranks, and letters of recommendation to help determine students' potential and

placement within academic programs. These results may also assist in making decisions as to which students should be conditionally accepted. Students who are conditionally accepted are required to limit their course load, and to work closely with the Learning Center staff and Student Services to insure the greatest possibility of academic success.

4. A math placement test is given to all students enrolled in the following majors: Math, Computer Science, Business, Physics, and Chemistry. Both the math and chemistry exams are given to facilitate accurate placement of students into the correct mathematics and chemistry courses.

5. A chemistry placement exam is provided for students in the following majors: Nursing, with no previous college chemistry, Chemistry, Physics, Biology, Engineering, Medical Technology, Pre-Med, and Pre-Pharmacy.

6. The Strong-Campbell interest inventory is given to all students as a resource to faculty for academic advisement. A copy is kept within the counseling division of Student Services to be used in career planning activities. The score report is kept on file in the Student Services Office as well as in the advisor's files.

7. Athletic study hall is suggested for all Freshmen athletes and required of any athletes who are below a 2.0 cumulative GPA.

11.2

Other instructional and support services available include teaching assistants, faculty-led educational seminars, academic advising, tutoring, Freshman Seminar and the various offices mentioned in Section 14.1.

11.3

When students do not meet the normal admission standards they may be considered for conditional acceptance based on information from the following sources:

1. Results of the Nelson-Denny test
2. Results of a meeting with Student Services Personnel
3. Results of a meeting with Learning Center Staff
4. Faculty and Division Chair input
5. Results of a telephone discussion with high school principal or guidance counselor, and personal references

11.4

The Division of Teacher Education recently approved changes in requirements for admission to the teacher preparation programs. (See Figure 9.) Students will be asked to submit scores on the Nelson-Denny Reading Test and the Strong-Campbell Interest Inventories. Results of these tests will be used for advisement purposes. At present, reports for an individual student are kept in the academic advisor's folder. Beginning in the spring of 1988, scores will also be kept in the Teacher Education Office.

The Professional Admissions Committee of the Division of Teacher Education screens applicants to the teacher education programs. Applicants with suspected deficiencies are referred to appropriate campus resources. Acceptance into the program and continuation in the program are often dependent on the recommendations of the resource staff. Student progress is monitored by the Teacher Education Department and the Professional Admissions Committee.

11.5

Conducting an effective analysis of graduating "education students" who entered as freshmen in 1982 is difficult. Conceptually, it is difficult to know what is meant when a student reports on the application form that he/she wishes to major in education. The majority of students change majors at least once, and maybe three or four times, even after they have formally declared a major. Furthermore, at Roberts Wesleyan there are practical problems with trying to do such an analysis. Entering 1982 students expressed a preference for a major on the application form at some point prior to entrance, but this information was not entered into the computer. Within the last two years the admissions files have been computerized, so it may be possible to conduct such an analysis in the future.

We do have a graduation rate calculated for all students who entered as freshmen in 1982. Of the freshmen who arrived on campus in the fall of 1982, 53% completed their degree work within the four-year time frame. Our retention efforts will continue to be channeled toward increasing this overall percentage of freshmen who persist to completion of their degree.

VI. ADMINISTRATION

12.

Responsibility for the administration of institutional policies and programs is clearly established.

12.1

The College's Administrative Organization Chart is presented on page 13 of the Faculty and Staff Handbook. The responsibilities of each major administrative position, including Vice President for Academic Affairs and Academic Dean and Dean for Nontraditional Academic Programs, are presented on pages 12-17. The responsibilities of the faculty are presented on pages 62-68, and the responsibilities of the Academic Division Chairs are presented on pages 108-110, of the Handbook. The Institution-wide and faculty-wide standing committees of the College are listed and described on pages 22-25 of the Handbook. A new committee, the Honors Council, was added during the fall of 1987 to oversee the development and operation of the College's new Honors Program.

Administrative linkages for collaboration of the education unit with other academic units in providing teacher preparation are described in the section 2.1 of the chapter on "Curricula and Awards." Administratively this takes place through formal and informal meetings of the Teacher Education Division Chair with other division chairs, and through stimulation and oversight provided by the Vice President for Academic Affairs and Academic Dean.

13.

The College has established and published in its Faculty and Staff Handbook, and enforces, explicit policies with respect to academic freedom (pages 59, 97-99); rights and privileges of faculty and staff (pages 49-53, 55-58, 77-86); working conditions (pages 27-45); opportunity for professional development (pages 82-86, 92-97); appointment and reappointment (pages 69-75); affirmative action (pages 46-47); evaluation of teaching and research (pages 73, 86-92); termination of appointment (pages 48-49, 60-62, 101); redress of grievances (pages 101-105); and faculty responsibility to the institution (pages 62-68, 99-101, 110-143). The College catalog provides policies related to requirements for admission of students to the institution and specific curricula (pages 9-11, 31-32, 49, 94); requirements for residence, graduation, awarding of credit, degrees or other credentials (pages 37-38, 42-47, 50-97); grading (pages 35-36); standards of progress (pages 30, 37-38; payment of fees (pages 12-15); refunds (pages 15-16); withdrawals (page 34); standards of conduct for students (pages 28, 34-35); and student disciplinary measures (pages 28-29, 37). Policies and procedures pertaining to student standards of conduct, disciplinary measures, and redress of grievances are discussed in some depth in the Student Handbook.

13.1

Roberts Wesleyan College has put much emphasis on and money into faculty professional development, including a two-day faculty retreat in the fall prior to the beginning of classes each year, regular professional development seminars and workshops during the year and after Commencement, the faculty growth contact system, the Barbara Muller Award for Teaching Excellence, and the Faculty award for Professional Accomplishment. For 1986-87, $70,960 was specifically earmarked for and devoted to faculty professional development in the Academic Dean's budget ($35,749 for three sabbatical and $35,211 for faculty retreats, speakers, and the Faculty Growth Contract System).

13.2

Pages 46-47 of the Faculty and Staff Handbook outline the College's Policy on Affirmative Action, reproduced in Figure 19. The College's designated Affirmative Action Officer is the Administrative Assistant to the President. The College's detailed affirmative action plan is presented in Appendix 8. The College's Faculty is not representative of the New York State population in spite of repeated attempts to attract more minorities. To that end, we hired a minority member for our admissions staff in the spring of 1984 who was very effective. The only problem was that we could not keep him. In November of that year he received an outstanding offer from a university in the Midwest, and he resigned effective January 1, 1985. Since then we have not been successful in attracting a minority member to our admissions staff.

With regard to faculty, during 1984-85 we worked very hard to convince a black social worker to join our social work faculty full-time. In the end, we were unsuccessful in attracting him here. The next winter we again advertised the social work position in both the Chronicle of Higher Education and Black Issues in Higher Education, but did not receive a single reply from a minority person. Administrators at the University of Rochester tell us that their prestige and high salaries are not even enough to attract minority faculty members to Rochester, so with our low salaries it is no wonder that we are having difficulty in this area. We will keep trying, however, as hard as we can to obtain more minority faculty. We were subsequently able to entice a local minority social worker to teach part-time in our program.

At that point in time, we had two full-time black faculty members, one in economics and one in nursing. The one in nursing had to go on permanent disability because of a heart condition, however, and the one in economics last spring requested a one-year leave of absence for 1987-88. That leaves us with only one regular member of our faculty for this year who is a minority, a member of our Learning Center faculty.

14.

The College provides academic advice through faculty and other appropriately qualified persons. It assures that students are informed at stated intervals of their progress and remaining obligations in the completion of the program.

14.1

During the summer of 1983, as part of the College's Federal Title III Program, a Director of Academic Advisement was appointed to redesign the Academic Advisement Program. A new advisement system was developed to help faculty integrate wholistic and developmental forms of advisement for students. The basic perception of faculty was that more than the mechanical aspects of advisement were needed if the College were most effectively to assist students in reaching their career goals.

(continued on page 91)

Figure 19

ROBERTS WESLEYAN COLLEGE STATEMENT OF NONDISCRIMINATION AND AFFIRMATIVE ACTION IN HIRING

Roberts Wesleyan College complies with:

a. Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.

b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.

c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.

d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance

e. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The College is committed to the concept of equal employment opportunity. Teaching and scholarship at the College emphasize the ultimate antidotes for prejudice: the enhancement of human dignity and respect for others and their views. In order to implement this philosophy, the College administration desires to obtain faculty members possessing the finest scholarship and intellect--and the most challenging, humane, and effective teaching skills and methods. Furthermore, the College recognizes that meaningful diversity within its faculty is important in its own right. As a result, Roberts Wesleyan College does not discriminate in employment on the basis of race, color, creed, national origin, sex, handicap, or age. The College reserves the right to employ persons who share its philosophy, goals, and objectives as outlined in the College Mission Statement on pages 2 - 4.

Not only does Roberts Wesleyan College abstain from discrimination, but it is actively committed to identify and gain the attention of diverse groups of qualified faculty candidates, especially members of minority groups. To this end, when time allows, full-time faculty openings shall be advertised in the appropriate professional publications such as the *Chronicle of Higher Education* and *Black Issues in Higher Education*. In addition, names of qualified prospective candidates shall be solicited from the appropriate departments at the University of Rochester, SUNY at Buffalo, Syracuse University, other area colleges and universities, and other institutions with respected programs in the disciplines of concern. Special efforts will be made to identify qualified minority-group candidates.

For a number of years students have received their copy of course grades at the conclusion of each term (Fall, January, Spring and Summer), and a copy of their permanent record each fall. In addition, in the spring of the Sophomore and Junior years, each student including all education majors, receives a copy of his/her degree check sheet (see Appendices 3 and 4) prepared by the Registration Office. Advisors receive copies of the above materials in order for them to assist students in planning for each semester. Academic folders are created for each student upon arrival on campus. Students' academic permanent records are kept in the Office of the Director of Student Research and Records.

It was felt that a comprehensive Advisement Program administered by the faculty in each department also needed to include several important features. A Faculty Advisement Handbook was developed to aid all faculty in their academic advisement. This handbook serves as a reference guide for faculty members and includes degree check sheets for all majors, a listing and explanation of critical dates in the advisement process, campus resources and other pertinent advisement forms. All full-time faculty serve as advisors (see the Faculty and Staff Handbook, page 63).

Another important feature of the College's comprehensive advisement program is its required Freshman Seminar. Prior to the Freshman Seminar, each student is assigned a Faculty Mentor, a Student Mentor and an advisor. During the first semester on campus, these individuals work together in helping the student consider career options. In the Seminar each student is provided with a copy of the appropriate degree check sheet, Decisions, Decisions, Decisions (a student advisement handbook) and a Four Squares Goal Setting Worksheet for program planning across the four college years (see Appendix 9). In addition, the College Catalog, which has been redesigned to include special screened sections for each of the majors, also aids the student in planning and developing his/her program.

Exposure to experiential education and assistance in understanding the job market are also important features of the College's Advisement Program. In the fall of 1985 a four-year Pre-interview Assessment Series (see Appendix 9) was implemented to aid the student in talking with the advisors concerning issues related to internships, cooperative education and the job market. These assessment forms are sent to the student for the appropriate semester just prior to registration. The student is asked to complete the forms before meeting with the advisor.

The College also recognizes that many students will likely consider a change of major as they learn more about themselves and their career interests. When students desire a change of major, they meet with either the Director of Academic Advisement or the College Registrar in an effort to help clarify career goals before making changes. This also insures that major changes are made in a realistic, thoughtful and timely manner. Because identification with one's academic major is critical to career planning, time is provided each semester, during a chapel hour to meet with the faculty of the appropriate department to discuss issues and concerns related to the particular major.

Education students receive all of the same advisement materials plus additional ones pertaining to Education in Appendix 9 and assistance as students in other departments. The Teacher Education Department keeps on file a complete set of credentials on the students applying to the major. The student/faculty ratio for advisement within the Education Department in the fall of 1987 was approximately 1/8.8.

At the beginning of the second semester of the junior year (prior to completing 90 semester hours), each student is required to submit a written application for a degree. Upon receipt of an application the Registration Office prepares a degree sheet showing which degree requirements have been completed and which still remain. This degree sheet is sent to the faculty advisor, who is asked to consult promptly with the student. Using the degree sheet checklist as a base, the student and the advisor prepare and sign a degree completion plan showing courses and schedule. The proposed completion plan is sent to the Registrar for review. After approving and signing the plan, the Registrar sends copies to the student and the advisor. An accompanying cover memo states that the completion plan is the student's contract for completion of the degree and indicates that a final check will be made prior to graduation approval. Copies of degree check sheets for the various academic programs at Roberts Wesleyan are shown in Appendices 3 and 4, referred to in an earlier chapter.

VII. RESOURCES

15.

Roberts Wesleyan College (1) possesses the financial resources necessary to accomplish its mission and the purposes of each registered curriculum; (2) provides classrooms, faculty offices, auditoria, laboratories, library, Life Fitness Center, audio-visual and computer facilities, clinical facilities, studios, practice rooms,and other instructional resources sufficient in number, design, condition, and accessibility to support the curricular objectives dependent on their use; (3) provides equipment, resources and libraries in sufficient quantity and quality to support instruction, research, and student performance; and (4) provides libraries that posses and maintain collections sufficient in depth and breath to support the mission of the institution and each registered curriculum. The library is administered by professionally trained staff supported by sufficient personnel. Library services and resources are available for student and faculty use with sufficient regularity and at appropriate hours to support the mission of the institution and the curricula it offers.

In addition, the programs in Teacher Education are served by adequate teaching aids; library resources to support instructional programs and research; and facilities for observation and demonstration with children in classroom and other situations, student teaching, professional laboratory experiences, and clinical and field services experiences.

15.1

Relevant statistics about the College's library are presented in Figure 20. In addition, the results of a fall semester 1987 student library questionnaire survey are presented in Appendix 10. On the whole the student ratings of the library were positive, especially related to the staff and service. The College has access to innumerable resources through Dialog, which permits the searching of several hundred different data bases, and through OCLC, which easily permits locating and borrowing, through interlibrary loan, items for use by College students and faculty.

15.2

Several innovative support programs that have proven to be extremely helpful to students have been developed: Academic Computing Program; Career Development Office, Learning Center, including video studio for recording, and Mathematics laboratory: The College has a Curriculum Library and a Science Library in addition to the central Keating Library. Science laboratories have excellent inventories of equipment.

All of the facilities, equipment and resources--other than Keating Library--are described in Appendix 11.

During the last five years a new concern has presented itself in the summary of job placement and graduate school placement statistics at Roberts Wesleyan College. In 1982, 14% of the senior class returned for either summer school or fall semester of study at Roberts. However, in 1987, the figures doubled to 28%. This has presented a challenge in reporting accurate and meaningful statistics. The Career Development Office is, therefore, redesigning a system which will be based more upon the Higher Eduation Data System than the school calendar year.

Statistics for the Class of 1987 are shown in Table 16.

(continued on page 97)

Figure 20

LIBRARY DATA FOR NYSED CURRICULUM REVIEW

Number of Volumes: 90,724

Number of periodical subscriptions: 554

Number of full-time and part-time professional librarians and support staff:
- 3 full-time professional librarians (2 12-month and 1 10-month contract)
- 1 full-time (10-month) support staff person
- 1 half-time (10-month) support staff person
- 1 part-time professional librarian working on an hourly basis as required for library instruction and online bibliographic database searching in the Management of Human Resources program
- 2.5 FTE student workers during the academic year

Library hours (academic year):

Monday-Thursday	8:00 am - 10:30 pm
Friday	8:00 am - 9:00 pm
Saturday	9:00 am - 5:00 pm
Sunday	1:30 pm - 5:30 pm

(83 hours/week)

1987-88 budget for new books/periodicals:

Books	$ 35,600
Periodicals	$ 29,723

Space and seating available for student use:
- Space
  - About 15,000 sq. ft. available for student use
  - About 3,000 sq. ft. of Library administrative area (staff work areas, closed stack storage)
- Seating
  - About 215 in individual/group study areas, plus 10 in a conference room and about 35 in a conference room shared with the Learning Center

Materials in the main library that support teacher education:
- Monographs in Library of Congress Classification L
  - 4,872 volumes
  - 4,273 titles
- Periodical subscriptions (See lists below)
  - 63 teacher education
  - 16 support or related

Teacher education journals:
American Biology Teacher
American Journal of Education
American Music Teacher
American School Board Journal
Arithmetic Teacher
Art Education
Arts & Activities
Childhood Education
Christian Education Journal
Christian Educators Journal
Christian Home & School
Council for Research in Music Education Bulletin
Current Index to Journals in Education

Figure 20 (continued)

Design for Arts in Education
Education
Education Digest
Education Week
Educational Forum
Educational Record
Elementary School Journal
English Journal
Exceptional Children
Gifted Child Quarterly
History Teacher
Horn Book
JGE: Journal of General Education
Journal of Chemical Education
Journal of Developmental Education
Journal of Education
Journal of Educational Psychology
Journal of Educational Research
Journal of Learning Skills
Journal of Physical Education, Recreation & Dance
Journal of Reading
Journal of Research & Development in Education
Journal of Teacher Education
Language Arts
Learning
Mathematics Teacher
Media & Methods
Music Educators Journal
NASSP Bulletin
NATS Journal
NEA Today
Phi Delta Kappan
Physical Educator
Physics Teacher
Principal
Reading Teacher
Religious Education
Resources in Education
Scholastic Coach
School Arts
School Science & Mathematics
Science Teacher
Social Education
Social Studies
Social Work in Education
Teachers College Record
Teaching Exceptional Children
Techtrends
Theory into Practice
Young Children

Support/related journals:
Adolescence
Campus Life
Change
Child Development

Figure 20 (continued)

Child Welfare
Children Today
Chronicle of Higher Education
Clavier
College Composition & Communication
College English
College Mathematics Journal
College Teaching
Games Magazine
Journal of College Science Teaching
Liberal Education
Monographs of the Society for Research in Child Development
UMAP Journal

Table 16

PLACEMENT STATISTICS FOR CLASS OF 1987
Based Upon Major

MAJOR	EMPLOYED IN FIELD	EMPLOYED OUTSIDE OF FIELD	SCHOOL/ GRAD	U.S. SERVICE	UNKNOWN
Nursing	97%			3%	
Education	66%		26%	6%	
Music	80%	20%			
Social Work	61%	7%	30%		
Rel/Phil		20%	30%		50%
Business	54%		9%		36%
Bio/Chem	66%		11%		27%
English	33%		40%		16%
Psychology		33%	16%		50%
Computer Science	100%				
Art	50%		16%	16%	16%
History			40%		42%

Within education 66% of the seniors had a position within the field. Twenty-six percent were in attendance for further education.

15.3

Table 17 presents a breakdown of financial revenue and expenditures. See the bottom of that table for an explanation of the percentages and discrepancies.

Table 17

1986-87 REVENUES AND EXPENDITURES

REVENUE			
Tuition & Fees	$3,825,965	56.5%	56.5%
Other Sources	1,373,920	20.3%	43.5%
Auxiliary Svcs.	1,573,357	23.2%	
Total	$6,773,242		

EXPENDITURES				
Total Instruction	$1,687,213	25.0%		
Academic Support	464,070	6.9%	56.2%	32.0%
Financial Aid	1,045,948	15.5%		
Student Services	610,597	9.1%		
Instit. Support	1,091,162	16.2%		
Operation of Plant	574,971	8.6%		
Auxiliary Services	1,006,722	14.9%	43.8%	
Transfers	257,451	3.8%		
Total	$6,738,139			

As shown in the above table, approximately fifty-six percent of all revenue is derived from tuition and fees. Thirty-two percent of the annual operating budget is for staffing and operating eductional programs.

If expenditures for instruction, academic support, financial aid, and student services are combined, the amount of expenditures for providing instruction and support services for students is fifty-six percent. Operation of Plant funds represent eight percent of expenditures, of which at least one half is directly in support of academic facilities.

VIII. SUMMARY

At the end of the decade of the seventies, during the time of double-digit inflation, over half of the College's students were in our professionally accredited nursing and music programs. Those are expensive programs, so when the double-digit inflation began, the College had difficulty adjusting. Over a three-year period, an operating deficit of over $800,000 had accumulated. When a new administration arrived in 1981, a dozen faculty and staff were let go and all salaries were frozen. Each year since that time we have made significant financial progress, and the institution is now in solid financial condition. Similar progress has occurred in most other areas of the College, and year-by-year progress is chronicled in the accompanying document titled Roberts Wesleyan College: Journey in Excellence. The statistical trend tables in Chapter 1 support the picture of advancement portrayed in the above document, as does the descriptive information throughout.

The College is clearly positioned for sound growth better than ever before. A firm foundation has been set for new heights in an already excellent independent liberal arts college where integrity and values play a distinctive role.

Important strides have been made in many curricular areas, at the same time as the number of students in the prominent nursing program have followed the enrollment trends in that discipline across the country and decreased to less than half the number in 1980. (Fortunately, this year has seen an increase in the number of freshmen declaring nursing as a major, so an enrollment turn around in nursing may be in store.) Among the programs exhibiting such strides is Teacher Education. From continual transitions in division chairs and other instability, this young program has grown to maturity and stability, with ongoing stable, dynamic leadership being provided by Dr. Linda Piazza and Dr. Herman Bowman.

The following are a few noteworthy conclusions about the Teacher Education Programs from our self-study review:

1. We sense that our student teachers are the strongest they have ever been. For example, Dr. Richard Piccirilli, an adjunct faculty member who teaches in the Penfield Schools, has an objective perspective related to both the teacher and the professor. Recently Dr. Piccirilli has said that each year he has worked with RWC students they have seemed stronger than the preceding year. We concur with his assessment.

2. Art Education, which is four years old and which has grown rapidly, is currently in the process of moving to expanded and centralized facilities that have been especially designed for the program.

3. The Music Education Program is professionally accredited by the National Association of Schools of Music, and has a long and prestigious history.

4. Our impression is that the Elementary Education Program is stronger than many such programs because it includes both teaching/pedagogy (elementary education major) and content (second or teaching major also required).

5. If we were to say that we have a theme to our elementary and secondary programs, a thread throughout would be the focus on Elements of Instruction--a decision-making model. Students learn instructional and classroom management skills which have been validated through research, and by which they can make informed decisions as to when, where and how to use those skills in their teaching.

6. We have had enthusiastic encouragement for and support of our use of the Elements from area teachers, principals and superintendents with whom we work.

7. One area needing improvement is the systematic preparation of all teacher education students to deal with children/students from diverse socioeconomic and ethnic backgrounds.

8. The Teacher Education faculty are particularly responsive to constructive criticism offered by students and teachers with whom they work and are most willing to cooperate with area school personnel and faculty of other disciplines in order to improve our programs.

9. The Division of Teacher Education is currently considering instituting an interview as a requirement for admission to all Teacher Education programs. The Department of Art regularly interviews all students applying to the Art Education major (Figure 21); however, an interview is not required of students applying to the other Teacher Education programs. The Division of Teacher Education is considering administering the Pre-Service Teacher Perceiver Interview, developed by Selection Research, Inc. in Lincoln, Nebraska. The Interview is a diagnostic tool for predicting talent for teaching, as revealed through thirteen life themes or strong character traits (Figure 22). Besides its potential as a screening tool, the Interview has potential for becoming the basis of a developmental Teacher Education Program, one in which students' strengths can be maximized and weaknesses can be strengthened throughout the Teacher Education Programs.

10. In 1984, a nonprofit organization called the Center for Educational Development (CED) was formed to link the various segments of the Rochester metropolitan community in providing support for and services to the inner-city students and schools of Rochester. Dr. Oscar Lenning, Vice President for Academic Affairs and Academic Dean at Roberts Wesleyan, has served as a very active member on the Executive Committee of the CED Board since its inception. He has chaired from the beginning the CED Long-Rang Planning and Development Committee and was also chair of a 1985-86 Development Task Force to determine a fundraising plan for the organization. Dr. Patricia Krueger, Associate Dean of Students, is actively involved on the CED Partnership Committee.

11. On January 4, 1988, State officials announced that the Carnegie Foundation's National Center on Education and the Economy will be moved from Washington, D.C., to Rochester. Roberts Wesleyan College fully expects to participate with a handful of Rochester area colleges and the National Center in helping the Rochester City School District design and implement educational reforms. (The prospects are exciting.)

Figure 21

ART EDUCATION STUDENT EVALUATION

OBJECTIVE STATEMENT

The student is an educator, with the creativity, intellectual breadth, leadership and organizational ability necessary for such a responsible position . . . . The Roberts Wesleyan graduate must be a mature and responsible person; giving evidence of having respect for students and colleagues, and independent, yet able to cooperate with others. Such a person will also be self-confident, display a positive sense of humor and attitude that encourages students to enjoy art and to succeed. Personal appearance should be appropriate to his/her role as a teacher.

COMPETENCIES	POOR				EXCELLENT
1. SELF-CONFIDENCE	1	2	3	4	5
2. INDEPENDENCE	1	2	3	4	5
3. CREATIVITY	1	2	3	4	5
4. APPEARANCE	1	2	3	4	5
5. RESPONSIBILITY	1	2	3	4	5
6. COOPERATION	1	2	3	4	5
7. RESPECT FOR OTHERS	1	2	3	4	5
8. LEADERSHIP	1	2	3	4	5
9. ORGANIZATIONAL ABILITY	1	2	3	4	5
10. INTELLECTUAL BREADTH	1	2	3	4	5
11. ARTISTIC BREADTH	1	2	3	4	5
12. DISPOSITION	1	2	3	4	5
13. MATURITY	1	2	3	4	5

14. OVERALL RATING (This is not necessarily an average or composite of the categories above, but reflects your general perception of the student as a prospective art educator. To what degree do you recommend him/her to pursue art education as a career?)

______ Not Recommended
______ Recommended With Reservation
______ Recommended
______ Strongly Recommended
______ Highly Recommended

Figure 22

SRI PRESERVICE TEACHER PERCEIVER INTERVIEW SUMMARY™

Name ______
Address ______
City ______
Present Position ______
Interviewer ______

Date ______
School ______
State & Zip Code ______
Position Desired ______

INVESTMENT — The investment theme is indicated by the teacher's capacity to receive a satisfaction from the growth of students. The satisfaction comes with the response of the learner rather than the performance of the teacher.		53	40	27	14	1
MISSION — Mission is what takes some individuals and groups out of society's mainstream in order to assure the quality and purposiveness of that mainstream. Mission is a deep underlying belief that students can grow and attain self-actualization. A teacher with mission has a goal to make a significant contribution to other people.		54	41	28	15	2
EMPATHY — Empathy is the apprehension and acceptance of the state of mind of another person. Practically, we say we put ourselves into the other person's place. Empathy is the phenomenon that provides the teacher feedback about the individual student's feelings and thoughts.		55	42	29	16	3
RAPPORT DRIVE — The rapport drive is evidenced by the teacher's ability to have an approving and mutually favorable relationship with each student. The teacher likes students and expects them to reciprocate. Rapport is seen by the teacher as a favorable and necessary condition of learning.		56	43	30	17	4
INDIVIDUALIZED PERCEPTION — Individualized perception means that the teacher spontaneously thinks about the interests and needs of each student and makes every effort to personalize each student's program.		57	44	31	18	5
LISTENING — The listening theme is evident when a person spontaneously listens to others with responsiveness and acceptance. Listening is more than merely hearing. It is viewed as beneficial to the person speaking.		58	45	32	19	6
INPUT DRIVE — Input drive is evidenced by the teacher who is continuously searching for ideas, materials, and experiences to use in helping other people, especially students.		59	46	33	20	7
ACTIVATION — Activation indicates that the teacher is capable of stimulating students to think, to respond, to feel or to learn.		60	47	34	21	8
GESTALT — The gestalt theme indicates the teacher has a drive toward completeness. The teacher sees in patterns — is uneasy until work is finished. When gestalt is high the teacher tends toward perfectionism. Even though form and structure are important, the individual student is considered first. The teacher works from individual to structure.		61	48	35	22	9
OBJECTIVITY — Objectivity is indicated when a teacher responds to the total situation. Gets facts and understands first as compared to making an impulsive reaction.		62	49	36	23	10
FOCUS — Focus is indicated when a person has models and goals. The person's life is moving in a planned direction. The teacher knows what the goals are and selects activities in terms of these goals.		63	50	37	24	11
ASSERTIVENESS — The assertiveness theme is evident in the person who is willing to take a stand in the face of resistance. This person is willing to stand up for issues that are seen as important.		64	51	38	25	12
CLASSROOM MANAGEMENT — The person with a strong classroom management theme strives to manage the classroom so that discipline problems are prevented. If problems do occur the person works them out with the student. This person does not deal with problems in an authoritarian way.		65	52	39	26	13
		TOTAL				

SELECTION RESEARCH, INC.®
Copyright 1987

APPENDIX 1

CURRENT GOALS
FOR THE SIX ACADEMIC DIVISIONS

FINE ARTS (ART & MUSIC) page 105

NATURAL SCIENCES & MATHEMATICS page 110

NURSING page 116

RELIGION & HUMANITIES page 139

SOCIAL SCIENCES & BUSINESS ADMINISTRATION page 148

TEACHER EDUCATION page 149

ART DEPARTMENT (Goals & Activities) (Short-term)

1. DEVELOP A FULL-FLEDGED WORKING ART GALLERY FOR EXHIBITING AND CURATING SHOWS.
    a. Arrange major art exhibitions to be shown on campus in conjunction with the arts/enrichment program required by Title III for the Spring 1984. ($1000)
    b. Sponsor local high school art contest/exhibit to be held here on campus.

2. PROVIDE ART SCHOLARSHIPS TO PROVIDE FINANCIAL AID FOR ART MAJORS.
    a. Increase contact with contributors and corporations.

3. PROMOTE THE NEW ART EDUCATION MAJORS BEING ESTABLISHED ON CAMPUS.
    a. Increase visibility through contact with churches who traditionally support the school.
    b. Establish rapport with local high schools within the Rochester area.

4. CONTINUE TO INCREASE STUDENT AWARENESS OF CAREER AND JOB OPPORTUNITIES IN ART-RELATED FIELDS.
    a. Work closely with Student Activities to promote more on-campus lecturers and career oriented speakers.
    b. Enlarge the internship program giving students on-the-job experience in relevant work areas.
    c. Provide a Senior Seminar dealing with resumes, graduate schools, and career opportunities (work with career placement office).

5. CONTINUE INCREASING REGISTRATION IN ART COURSES THROUGH RECRUITMENT ON CAMPUS AND IN THE COMMUNITY.
    a. Sponsor art sales such as Christmas and Spring Sales to spark campus interest.
    b. Offer more Continuing Education art courses and evening classes.
    c. Promote Art Minor as a complementary degree for Christian Education, Psychology and recreation oriented careers.

6. UPDATE HOLDINGS IN ART HISTORY SLIDE COLLECTION AND FIND PERMANENT TEMPERATURE-CONTROLLED SPACE TO HOUSE THE COLLECTION IN.
    a. Inventory slides. (to be done by work study person)
    b. Acquire funding for slide replacement and repair. ($1000)
    c. Locate space on campus which would function as slide room and additional faculty office for art education person.

7. UPGRADE CERAMICS AREA TO ACCOMODATE LARGER CLASSES AND STUDENT ENVOLVEMENT.

    This is vital if ceramics is to be part of a continuing education program.

    a. Provide adequate storage space.
    b. Purchase additional electric kiln and two more electric wheels. ($1950)
    c. Purchase Kiln shelves to replace worn out ones ($240) and plastic containers with lids for toxic glaze chemicals ($200).

8. CONTINUE TO UPGRADE SHOP EQUIPMENT AND SAFETY PROCEDURES FOR USING HAND AND POWER TOOLS.

   a. Review current shop orientation with all new students so that they have a proper knowledge of equipment.
   b. Re-organize layout of shop and institute new policies regarding use of tools. Establish regular shop hours.
   c. Replace worn or damaged hand tools($300).

9. REVITALIZE DRAWING AND PAINTING STUDIO AND EQUIPMENT.

   a. Acquire student storage lockers.($1200)
   b. Purchase plaster casts for instructional purposes.($250)
   c. Build ten drawing horses.($480)

10. PROVIDE EQUIPMENT TO ENHANCE CLASS INSTRUCTION AND SAFETY IN GRAPHICS, PHOTOGRAPHY AND PRINTMAKING.

   a. Graduated cylinders and additional photo enlarger needed for graphics and photography. $430.)
   b. Large plastic trays with stoppers needed for etching acids in printmaking. ($160)
   c. Hooded vent needed for etching area.

NONE OF THE ABOVE GOALS AND ACTIVITIES INCLUDE FUNDING PROPOSALS AVAILABLE THROUGH TITLE III.

ART DEPARTMENT (Goals & Activities) (Long-range)

1. WORK TOWARDS EVENTUAL ACCREDITATION WITH THE NATIONAL ASSOCIATION OF SCHOOLS OF ART (NASA)

   a. Development of a full-fledged Art Gallery on campus to promote interaction between the school, outside community and the visual arts.

      (This is actually a short-term goal).

   b. Increse holdings in library and art history slide files.
   c. Add third full-time faculty as soon as enrollment permits to round out current art program.
   d. Increase and improve studio and classroom space.
   e. Gradually increase enrollment to at least 50 majors to guarantee stability.

2. DEVELOP A PROFESSIONAL CAREER-ORIENTED APPROACH TO ENHANCE OUR EXISTING PROGRAM.

   a. Develop a co-operative program with RIT in their College of Fine and Applied Arts to provide a career oriented degree program.
   b. Hire either full-time or part-time faculty with a degree in Commercial/Graphics Design to develop professional career/internship program.

1987-88

MUSIC DEPARTMENT (Objectives)

The following statements represent objectives of the music department:

1. Develop competent music teachers. Since the largest number of majors in the department are in music education, a primary goal of the faculty is to develop competent music educators for public and Christian schools. The faculty adheres to the concept that it is training young people to be generalists rather than training them in the more specialized conservatory manner. This objective is appropriate in view of today's job market for music educators.

2. Develop felxible curricular structures. Flexibility in program structure permits students to develop programs that fit individual needs, talents and career goals. Students who want to be generalists can study more than one instrument and participate in vocal and instrumental classes and ensembles. Students more inclined to specialization can specialize. The music unit provides personal advisement to each student in its attempt to help devleop individual programs.

3. Music Performance - the music unit recognizes the importance of developing performance ability. Its goal is to provide a performance climate in which students are free from the pressures of competitive criticism.

4. Competency-Based Teacher Education - continue to upgrade and implement competencies.

5. A greater campus-wide appreciation for the fine arts. The division of Fine Arts seeks ways to develop a greater appreciation for the fine arts in the College community.

MUSIC DEPARTMENT (Goals & Activities)

The following statements represent goals & activities of the music department:

1. Improve Music Department facilities
    a. Continue orderly replacement & improvement of instrument inventory for Brass, Woodwinds & String Methods and practice pianos and on-going development. ($1,000)
    b. Purchase Wenger practice room modules. ($30,000) (Immediate need for one (1) Wenger Module for percussion practice room) $9,000)
    c. Purchase new tuba. ($3,000)
    d. New lighting in hallway of 3rd floor of Cox Hall. ($200)
    e. New track lighting in Cox Hall Auditorium. ($590)
2. Continue Pep Band program for basketball games. ($200)
3. Establish a program for performance scholarships for 30 students. ($30,000)

MUSIC DEPARTMENT (Goals & Activities)

3\.
   a. Open to all students - each student would receive $1000 for each of four years. Each recipient would be required to perform in an ensemble or in the case of pianits, accompany three students and study at least 1 semester per year.

      Where this program has been implemented, the results have been outstanding. At Concordia College in Morehead, the college had 160 applicants; 60 were accepted for auditions. Of the 30 students, 17 of them were music majors; 80 of the 160 original applicants accepted admissions at Concordia.

4. Soundproof existing studios, especially those near classroom. Install new doors in studios. ($21,000)

5. Increase supplies & expense budget to include rental of orchestral scores for Musical Stage Producctions. ($500)

6. Recording equipment for studios.
   a. Purchase amplifier, tape recorder and speakers for six (6) teaching studios. ($5000)
   b. Purchase microphones that can be kept in the music office for use by faculty. ($200)

7. Computer/Synthesizer

   Purchase a computer/synthesizer and sequencer for use in Theory courses. ($5000)

8. Recording Studios

   Punchase recording equipment and soundproof a room in Cox Hall basement for a recording studio. ($6,345)

9. Adjunct applied teacher salaries.

   Raise applied salaries to $15 minimum hourly; $30 maximum hourly.

GOALS AND ACTIVITIES

1987-88

DIVISION OF NATURAL SCIENCE & MATHEMATICS

February 1986

I. GENERAL

A. GOAL:

Increase the quality and number of entering students declaring majors in the division.

ACTIVITIES:

1. Improve files and procedures for student recruitment.
2. Expand the competitive divisional scholarship program.
3. Continue and expand the research program for area high school students.
4. Offer a summer computer-mountaineering camp.
5. Develop videotapes describing facilities and programs.

B. GOAL:

Attract more students into secondary teaching of math and science.

ACTIVITIES:

1. Communicate with area high school teachers and guidance counselors in order to promote an awareness of the need for teachers in secondary science and mathematics.

C. GOAL:

Establish and maintain communication with alumni.

ACTIVITIES:

1. Continue to write and distribute an annual newsletter.
2. Develop additional advisory committees for division programs and students.

D. GOAL:

Provide for the professional development of division faculty.

ACTIVITIES:

1. Participate in faculty growth contract program.

2. Encourage and support research and advanced study by faculty.

E. GOAL:

To improve the integration of faith and learning by our students.

1. Hold regular meetings of divisional or departmental faculty and majors to discuss issues of faith and the academic disciplines.

2. Develop a divisional library and a bibliography of recommended readings that deal with these issues.

II. BIOLOGY

A. GOAL:

To stabilize and further implement our commitment to increase the worthiness and perceived worthiness of the biology program by the promotion of student-faculty research.

ACTIVITIES:

1. Promote and maintain awareness on the part of the academic dean and the other administrators of the nature and value of the present student-faculty research programs at RWC.

2. Promote and maintain awareness on the part of the academic dean and other administrators of the need for faculty load credit and funding in support of student-faculty research.

B. GOAL:

To improve the quality of instruction in biology.

ACTIVITIES:

1. Replenish depleted laboratory supply inventories.

2. Replace all of the very old and poorly functioning compound microscopes by purchasing six microscopes per year for the next five years. The microscopes would be used in five or more laboratory courses per year.

3. Purchase 6 mid-quality dissecting microscopes.

4. Provide for faculty participation in at least one major professional (biology) meeting per year, per full-time faculty member.

5. Purchase equipment to be used in ecology and related courses.

6. Develop a laboratory facility at the Davis Mountain Campus.

7. Develop opportunities for internships and/or cooperative programs for biology students.

C. GOAL:

To enhance the sense of community among the faculty and students in the biology department.

ACTIVITIES:

1. Continue the development of Room 203 as a seminar and class facility.
2. Continue to develop the departmental seminars.
3. Invite students into faculty homes for fellowship, games, and snacks.
4. Conduct meetings of all departmental faculty and majors for discussion of the integration of faith and learning.
5. Involve students in professional activities off campus.

III. CHEMISTRY:

A. GOAL:

Improve the quality of instruction in chemistry.

ACTIVITIES:

1. Purchase more computer software to provide drill and practice exercises for students in basic chemistry courses.
2. Purchase American Chemical Society audio-tutorial programs for specialized areas in chemistry.
3. Obtain advanced CAI material for teaching additional topics in chemistry.
4. Develop interfaces to connect laboratory instruments to a microcomputer.

B. GOAL:

To increase enrollment in the chemistry major.

ACTIVITIES:

1. Continue to write letters to and call prospective students.
2. Offer competitive scholarships for freshman chemistry majors, as funds are available.
3. Seek opportunity to speak to church youth groups and Christian high school students about career development and science teaching.
4. Work more closely with the Admissions Department in publicizing the chemistry major to both high schools and 2-year community colleges.

5. Continue the Saturday research program for high school students.
6. Develop a cooperative program with industry where students will work in industry and take courses at the college alternately or concurrently.

C. GOAL:

To assist students in financing their education and to provide a valuable experience for them by means of an internship or cooperative program in industrial chemistry.

ACTIVITIES:

1. Develop a curriculum and internship sequence which would allow students to work and also take the required chemistry courses.
2. Provide released time for faculty members to develop industrial contacts and plan curriculum.

IV. MATHEMATICS AND COMPUTER SCIENCE (JOINT EFFORTS)

A. GOAL:

Increase the enrollment in all the programs areas - mathematics, elementary and secondary education with math concentrations, and computer science.

ACTIVITIES:

1. Offer a math scholarship program that will provide incentives for recruitment.
2. Establish a relationship with area high schools that will aid recruitment of students and will facilitate mutual cooperation between high school and college faculty.
3. Communicate with high school guidance counselors the shortage of math teachers.
4. Establish a relationship with area community colleges to facilitate the recruitment of transfers for our programs.
5. Give more attention to career education, development, and placement.

B. GOAL:

To systematically and periodically revise and evaluate curriculum.

ACTIVITIES:

1. Assess student needs.
2. Study the curriculum to determine how the computer should be used in the teaching of mathematics.

3. Evaluate the effectiveness and relevance of the curriculum.

4. Revise the curriculum where necessary.

D. GOAL:

To relate academic experience to the job market and to expand awareness of the nature and scope of mathematics and related fields.

ACTIVITIES:

1. Make provisions for students to attend professional meetings and seminars.

2. Develop a seminar series for alumni to speak on their professional experience.

3. Gain work experience in industry for faculty.

4. Initiate a lecture series to be held once each semester.

V. MATHEMATICS

A. GOAL:

Upgrade and improve the course and support program in statistics.

ACTIVITIES:

1. Expand and improve computer support for both the teaching of statistics and campus use of statistics by administration, faculty and students. Make more use of Minitab.

2. Establish a statistical consulting service composed of faculty and students and maintain it..

B. GOAL:

To improve and develop the mathematics education program.

1. Increase input and involvement in the preparation of students in the mathematics education program. Provide released time to faculty to develop program.

VI. COMPUTER SCIENCE

A. GOAL:

Implement the approved Computer Science major.

ACTIVITIES:

1. Develop seminars.

2. Continue to develop and expand internships.

3. Acquire and/or improve availability of hardware for courses such as Introduction to Computers, Digital Computer Organization, Microprocessors, and Computer Graphics.

4. Acquire software for specialized courses such as Introduction to Computers, Computer Graphics, and Simulation.

B. GOAL:

To systematically and periodically evaluate and revise the the curriculum.

1. Assess student needs.

2. Evaluate the effectiveness and relevance of the curriculum.

3. Evaluate the relative emphases placed on theory and practice.

4. Meet periodically with the Computer Science Advisory Committee.

5. Revise the curriculum.

VII. PHYSICS, ASTRONOMY AND ENGINEERING

A. GOAL:

Build enrollment among physics and engineering majors.

ACTIVITIES:

1. Explore possibilities for additional cooperative agreements with engineering schools.

2. Develop opportunities for internships and/or cooperative programs.

B. GOAL:

Improve the quality of instruction in physics.

ACTIVITIES:

1. Obtain computer software modules for assistance in physics instruction.

2. Update the laboratory for Atomic Physics and Quantum Mechanics.

NURSING

TABLE 33 EVALUATION PLAN

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
A. Administration	College administrators will be supportive of the Nursing Program.	The Resources section of this report documents financial, verbal, and philosophical support from the College administration.	Faculty will have ready access to administrators and their expertise.	Academic Dean met with the Nursing Faculty and the NLN Consultant to convey the College's support of the Nursing Program.	The Nursing Program will be successful and will operate within a spirit of support in the College.	The Nursing Program is successful. During a Fall meeting of the Nursing Faculty with the President and Academic Dean, the administration conveyed continued strong support for the Nursing Program.
	The periodic evaluations of College administrators by faculty will have favorable outcomes.	The summaries of the evaluations of College administrators are on file in the President's office.		The College Administrators maintain an open door policy and see members of the Nursing Faculty as needed.		The Nursing Faculty appreciate the support of the College Administration and realize the problems which occur with change. Faculty responses on evaluations of cabinet officers in the fall of 1983 were very favorable (evaluations on file in Office of the President.)
	The Administrator of the Nursing Program will be a nurse educator with appropriate earned degrees, experience, abilities and high faculty rank. If appointed without a PhD, the administrator will be working toward this degree.	See section on Structure and Governence for description of nursing administrator. The nursing faculty has consulting access to a nursing educator who has earned a PhD (see section on Structure and Governance).	The Administrator of the Nursing Program will successfully administer the Program, and will be involved in College activities, committees, and professional organizations.	The Nursing Administrator has successfully administered the Nursing Program for 30 years. She also is a member of influential College committees and is an active member of the NLN. She recently initiated the formation of the Christian Nurse Educators (see section on Structure and Governance.)	The Nursing Administrator will lead the Nursing Division in the reattainment of NLN accreditation.	The Program was initially accredited in 1970 and reaccredited in 1977. In 1983 a NLN Self-Study was conducted for the purposes of reaccreditation.
					Nursing students will be successfully educated as measured by class passing percentages for first sitting of State Board Test Pool Examinations.	96% of the 1983 class, 93% of the 1982 class, and 87.5% of the 1981 class passed the State Board Professional Examination at the first sitting.

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
A. Administration (cont.)			The Administrator's leadership style will be compatible with the successful administration of the Nursing Program.	The Administrator maintains an open-door policy, carefully seeks and considers faculty input, and supports faculty in their personal and professional lives.		
			The Administrator of the Nursing Division will follow the College's written job description for division chairperson (refer to section on Structure and Governance), as well as the specific responsibilities of the chairperson of the Division of Nursing.	The Administrator of the Nursing Division carries out the responsibilities cited in the College division chairpersons job description as well as the specific responsibilities cited in the Responsibilities of Chairperson Division of Nursing (on exhibit).		
	Looking toward the future, a nursing administrator with doctoral level preparation will be sought.	On potential candidate with a PhD in nursing visited the campus in October, 1983.				
	The periodic evaluation of Division Chairperson by Administration and faculty will have favorable outcomes.	Evaluation of Division Chairperson is informal. There are plans for a systematic evaluation program to be developed in 1983-84 (see exhibit for statement from Academic Dean).				

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
B. Faculty 1. Teacher-effectiveness	Full time faculty will have at least a Master's degree.	All full-time faculty have Master's degrees; 2 full-time faculty have done some post-Master's work.	Students rate teacher effectiveness as satisfactory or above on the Educational Communications Centers Instructional Assessment System (ECCIAS) form and the RWC course evaluation forms.	The majority of faculty are rated as satisfactory or above (ECCIAS forms on file in academic dean's office and RWC form on file in divisional secretary's office).	Students will pass State Board Examination with class mean above 1800 (passing percentage 90% or above).	1983 class mean 2013 1983 class passing percentage was 96%
	The majority of faculty will be full-time.	There are 10 full-time faculty and 4 part-time faculty.			Students will score above the 35th percentile on NLN Achievement Tests with class mean at least 70th percentile.	The class mean on the 1983 NLN Achievement Test in Psychiatric Nursing is at the 50th percentile; in Med/Surg. the class mean is at the 58th percentile; and in Community Health at the 46th percentile.
	The faculty-student ratio in clinical will be 1:9 or less.	The faculty-student ratio is 1:7-8.				
	Faculty will have previous teaching experience at the college level.	Nine full-time and two part-time faculty had previous teaching experience at the College level.	Clinical instructors receive "Good" or above ratings on RWC Clinical Instructor Evaluation form.	The majority of faculty are rated as "Good" or above (summary of evaluations on file in academic dean's office).		
	Faculty will participate in the Growth Contract process.	70 percent are participating in the Growth Contract process.	Peer/Division Chairperson evaluation of clinical and classroom teaching will take place.	Faculty are increasing use of peer evaluation (copies in faculty folders in Divisional secretary's office).	Students will pass unit exams with a grade of at least 70%.	The majority of students final theory grade averaged to at least 77% (C+) in the class of 1983. Mean theory grade class of 1984 79% (C+); 1983 81.4% (B-).

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
B. Faculty (Cont.) 1. Teacher effectiveness (cont.)	The Teaching-Learning Philosophy of the faculty is congruent with the Division's philosophy and is appropriate for teaching nursing.	The faculty developed a written Teaching-Learning Philosophy.	Agency personnel evaluation of clinical instructors will be welcomed.	Oral evaluation takes place periodically on a formal or informal basis. An evaluation tool is being considered.		
	Teaching style is congruent with Teaching-Learning Philosophy.	Faculty use varied and appropriate teaching styles.	Videotape analysis of classroom lectures will reveal use of appropriate and effective teaching styles.	Videotaping is available to faculty. Faculty are being encouraged to use this mechanism of evaluation.	Students with nursing majors will compare favorably with student in other majors in honors received and GPA's earned.	Nursing student composed 49% of those students graduating with honors in 1983; 44% of the graduates elected to Who's Who in American College and Universities were nursing students; and 39% of the graduates inducted into the Alpha Kappa Sigma Honor Society were nursing students.
	Faculty will role model the kinds of behavior that students are expected to develop.	Students rate faculty as good role models in their evaluations. 94% of the respondants to the Alumni Survey viewed the faculty as satisfactory role models.				

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
B. Faculty (Cont.) 2. Maintaining clinical expertise	Faculty will come with a minimum of 2 years prior clinical experience.	All faculty (full-and part-time) have at least 2 years of clinical experience and many faculty have significantly more than 2 years.	The Faculty will maintain clinical practice through:		Students and alumni will evaluate clinical teaching as "Good" or above. Senior Year: Clinical Instructor, Evaluation Tool Numbers 3, 5, 9, 10, 18, 22 apply directly to instructor's clinical expertise. ECCIAS form is used to evaluate clinical teaching.	Student evaluations of clinical instructors average "Good" or above (Summary of evaluations are on file in academic deans office or in the divisional secretary's office). In the 1982 Alumni Survey 100% responded they were satisfied with faculty knowledge, methods of presentation and acceptance of students' suggestions. 97% of the alumni indicated satisfaction with the quality of clinical instructor supervision; 89% expressed satisfaction with the variety of learning experiences. 89% of the alumni expressed satisfaction with the quality of the faculty-student relationship.
			a. clinical teaching,	a. All full-time and most part-time faculty are involved in clinical teaching.		
			b. personal practice time	b. Some faculty are involved in summer work in their clinical area.		

Nursing (continued)

	Input		Process		Outcomes	
Category/ Variable	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
B. Faculty (Cont.) 2. Maintaining clinical expertise (Cont.)	Graduate education of faculty will include a clinical component.	Most of the faculty's graduate education include a strong clinical component in their area.	Faculty will continue formal education.	Some faculty are taking graduate and post-graduate courses (see curriculum vitae).	Clinical agency personnel will evaluate clinical instructors.	There are informal periodic evaluations of clinical instructors by clinical agency personnel. These evaluations are generally favorable.
			Faculty will attend clinical update conferences.	Faculty do attend clinical update conferences (see curriculum vitae).		
			Faculty will subscribe to and read nursing literature.	Curriculum vitae of faculty reveal that many subscribe to nursing journals. RWC library subscribes to 47 professional nursing journals.		
	Faculty will be certified in their major clinical area.	One faculty member has A.N.A. clinical certification.				
3. Professional Activity	Faculty will regard membership in professional organizations as an important part of their professional life.	Application from prospective faculty members list memberships in professional organizations.	Faculty will maintain membership and activity in professional organizations. Faculty also serve as health resources for community organizations.	Curriculum vitae reveal the following faculty activity in professional organizations; 9 are members of prof. organizations; 5 attend meetings of prof. organizations; 4 are committee members in prof. organizations; 3 are officers in professional organizations; 3 serve as health care resource persons for community organizations.	Individual involvement in professional organizations will facilitate faculty awareness of current trends and issues in nursing and nursing education	Faculty report current trends and issues to the total faculty during faculty meetings. (see minutes of Faculty meetings).

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
B. Faculty (Cont.) 3. Professional Activity (Cont.)			Faculty use the Faculty Growth Contract system to obtain time and/or funding for professional activities.	Growth contracts on file in the divisional secretary's office reveal 11 out of 16 of the Nursing Faculty are involved in this activity.	Faculty will role model professional involvement for students.	Faculty: 1. share professional developments with students; 2. spend some clinical conference time discussing professional issues; 3. invite leaders of professional organizations to classes; and 4. periodically invite students to accompany them to professional meetings.
					Students will develop positive attitudes concerning professional activity. Students will demonstrate an awareness of national student nursing organizations.	Students are involved in a student nurse professional organization which is supported by a faculty advisor and faculty attendance. Students are financially unable at this time to join the national group.
					Graduates will demonstrate knowledge of current issues.	Membership of alumni in professional organizations is reflected in the 1982 Alumni Survey (total of 17 respondants hold membership in professional organizations).

Nursing (continued)

	Input		Process		Outcomes	
Category/ Variable	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
B. Faculty (Cont.) 4. Community Service	Faculty will have a high regard for community service.	Applications from prospective faculty members list involvement in community service.	Faculty will maintain community service activities.	Curriculum vitae updates reveal faculty involvement in community activities.	Individual faculty involvement in community organizations will enrich the personal lives of nursing faculty.	Faculty informally discuss community developments in Nursing Team and Faculty Meetings.
			Faculty view the College as the students' community and will be aware of current events and issues on campus.	Faculty attend College activities such as sporting events, cultural activities, and chapel. Student-Faculty dialogue regarding non-nursing activity is encouraged.	Faculty will role model community involvement.	Faculty and students sometimes work together in community service such as Sunday-School teaching and health screening.
					Students will develop a positive attitude re: community service.	There is a relatively high percentage of nursing students involved in College activities (see Student section). There are students involved in non-college community service (see community involvement questionnaire on exhibit). Members of the community actively seek students for service (e.g. teaching poison control to pre-schoolers, teaching parenting to retarded adults, participating in immunization clinics).

Nursing (continued)

Category/ Variable	Input		Process		Outcome	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
B. Faculty (Cont.) 5. Maintaining and increasing current knowledge (non-clinical)	Faculty will have a graduate degree in nursing or a related field.	The majority of faculty have a graduate degree.	Those faculty who do not have graduate degrees will work toward this degree.	1982-83 - four faculty members are taking graduate courses.	Faculty will be evaluated positively by students, alumni, peers and administrators.	These evaluations are on file in the academic dean's office and in the divisional secretary's office and reveal favorable evaluations of faculty. The 1982 Alumni Survey reveals positive evaluation of faculty.
	Faculty will have a positive attitude toward and will be motivated to maintain current knowledge and continue formal education.	Faculty curriculum vitae and growth contracts demonstrate this attitude as evidenced by planning to attend courses and seminars/workshops.	Faculty will attempt to remain aware of current offerings by posting and sharing information. Faculty will attend courses, workshops, etc., and share new knowledge with other faculty members.	As evidenced by faculty curriculum vitae, faculty do attend courses and seminars in their interest areas. Opportunity for sharing new knowledge is given in faculty meetings and/or faculty enrichment meetings.	Faculty lectures will include references to current literature and/or recent conferences.	Course reading requirements include appropriate current literature.
					Faculty will be promoted within appropriate time periods according to the College criteria which calls for maintenance of current knowledge.	Nursing faculty consists of: 1 full professor 1 associate professor 7 assistant professors 1 instructor 3 lecturers Two of these professors are tenured.

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
B. Faculty (Cont.) 5. Maintaining and increasing current knowledge (non-clinical) (Cont.)	Faculty will value research in nursing and related fields.	Faculty were involved with research in their graduate courses.	Faculty will evaluate and utilize research in their own nursing practice and in teaching.	Faculty base their lectures and clinical teaching on research literature.	Graduates will value, interpret, and utilize research in their nursing practice.	Supervisors reported that 87% of RWC nursing graduates used research in planning and providing patient care (1982-Supervisor Questionnaire-question #23).
			Faculty will encourage students to use research and to conduct pilot studies.	Student groups carry out pilot projects in N415 with assistance from faculty.		
					Students will construct plans of nursing care based on nursing literature and research findings.	Nursing care plans in the 2nd semester junior year and in the senior include references from nursing literature in addition to required text books. The Nursing Case Study written in the junior year requires a bibliography.
C. Students	Students will meet precollege entrance requirements: a. graduation from an approved high school ranking in upper 3/5 of class preferred, b. minimum of 12 academic units of high school credit (see RWC Catalog, p. 5).	This is college policy (see catalog, p. 5). Exceptions are made based on High School grades, selection of courses, recommendations, etc.	Students will work with faculty advisor to plan appropriate sequencing of courses.	Each student is assigned to a member of the nursing faculty for advisement and meets with them regularly.		

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
C. Students (Cont.)	Students will meet requirements for admission to nursing major including: a. adequate physical and emotional health, b. academic achievement and ability-a GPA of 2.25 after 2 semesters in program. Grades of C- or above in all nursing courses and A&P required, c. ability to form and maintain positive relationships, d. moral principles and a consistently sound value system, e. interest in and motivation in nursing as a career, f. attributes of self confidence and assertiveness, g. ability to accept constructive criticism, h. oral and written communication skills, i. nonjudgmental attitude, j. leadership qualities, k. responsibility and dependability.	References for applicants to nursing major reveal adequate physical and emotional health. GPA is used as an admission criteria. As evidenced by references from faculty, advisor, registrar, assistant dean of students (this would include results of Strong-Campbell Interest Inventory Test, Nelson Denny Reading Tests, and other tests).	Students will use self-evaluation and evaluation by instructor to identify strengths and areas needing improvement. Students will be aware of caring attitude and open-door policy of faculty and utilize this resource. Students will perceive faculty, clinical facilities, and nursing resources as adequate.	Students meet regularly with clinical instructors after each clinical rotation-average 3 times/semester. Students frequently request appointments with faculty and/or meet with them informally. During unstructured senior exit interviews 6/16 students identified faculty's dedication, support and caring attitude as a strength. During senior interviews 2/16 of the students identified clinical instructors as strengths of the program (see exhibit for summary of senior interviews).	Students will be able to find extra curricular activities that are in their interest area and facultywill encourage such activity. Students will demonstrate abilities expected at appropriate level (end of first year, end of second year, etc.) in the areas of: 1. Knowledge development 2. Wholistic care 3. Human behavior 4. Values 5. Self-growth 6. Leadership 7. Professional responsibilities	See Policies-Student section for student participation in extra curricular activities. Successful completion of courses indicates demonstration of expected abilities.

Nursing (continued)

Category/ Variable	Input		Process		Outcome	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
C. Students (Cont.)	c. satisfactory scores on SAT (preferred minimum 800). d. favorable recommendations from high school official. e. good physical and mental health. f. devotion to high moral and ethical standards.	Average college-wide SAT scores: Class of 1984-967 Class of 1985-969 based on random sample. Average nursing SAT scores: Class of 1984-984 (N-25) Class of 1985-923 (N-22).	Students having academic difficulty will take advantage of advisement, counseling, and the Learning Center. Students having socio-emotional-spiritual difficulties will take advantage of faculty advisement and/or referral to appropriate counseling.	Tutoring sessions were held weekly during 2nd semester 1982-83. AY for the Junior Class. The Learning Center is now receiving referrals and working with several nursing students. A support group met weekly during academic year 1982-83. Approximately 7 students attended this group. During 1982-83 AY, 5-7 nursing students were seeing counselors.	Graduates will be able to successfully function as professional nurses due in part to the wholistic nature of the nursing program.	In general, the supervisors expressed satisfaction with graduates in all 24 competencies. Highest ratings were for the following competencies: knowledge of principles and practice of nursing, assessment of physical, psychosocial, cultural and spiritual needs, technical competence, therapeutic relationships with patients, use of independent judgement in planning and providing care, respect for the rights, beliefs, values and behaviors of clients, effectiveness as a group member (see Appendix for the complete supervisors' responses).
	Students will successfully complete liberal arts and nursing subjects on freshman and sophomore levels. a. liberal arts. b. nursing subjects (1) Introduction to Nursing (2) Health in the (3) Community Principles of Nutrition	Students' success is evidenced by GPA. (If they scored low on Nelson-Denny Reading Test, students are referred to Learning Center.	Students will take full advantage of lea g opportunities offered in junior and senior year.	Students actively participate in their learning experience. Participation is reflected in students' grades.		

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
C. Students (Cont.)					Students with nursing majors will compare favorably with students in other majors on honors received and GPA's earned.	In the 1983 graduating class, 37 students graduated with honors. 18 of those students were nursing majors; 7 of 16 students elected to Who's Who in American Universities and Colleges were nursing students; 7 of 19 students inducted into the Alpha Kappa Sigma Honor Society were nursing students. In the 1982 graduating class, 11 of 35 students who graduated with honors were nursing students; 6 of the 16 students elected to Who's Who in American Universities and Colleges were nursing students; 4 of 10 students inducted into Alpha Kappa Sigma Honor Society were nursing students.
					Parents will express satisfaction with the student's educational experiences and growth.	

Nursing (continued)

	Input		Process		Outcomes	
Category/ Variable	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transaction	Intended Outcomes	Observed Outcomes
C. Students (Cont.)					90% or more of students will complete the nursing program after acceptance into the junior year.	98% of the students accepted into the class of 1983 and 85% of the students accepted in the class of 1982 graduated from the Nursing Program.
					100% of the RN transfers will complete the nursing program.	Every RN transfer student who has been accepted in the program has completed the program.
					90% of graduates will pass State Board examinations with class mean 1800 (passing 1600)	93% of 1982 class passed State Board examinations with a class mean score of 1947. 96% of 1983 class passed State Board examinations with a class mean score of 2013.
	A majority of the students admitted to the Nursing Program as freshmen will successfully complete the Program.	1983 class: 66 admitted as freshmen, 16 transfers, 60 total admitted to nursing program, 1 RN transfer, 60 total graduates. 1984 class: 57 admitted as freshmen, 19 transfers, 39 total admitted to nursing program, 1 RN transfer, 36 total seniors.			Graduates will be successfully employed in the nursing field.	The Alumni Survey indicates that 79% of respondants are employed in nursing.
					Graduates will show interest in graduate school and will successfully complete graduate education once accepted.	10% of the respondants to the Alumni Survey have either completed or are working on a graduate degree. 71% of these alumni who started a graduate program have completed the program.

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
C. Students (Cont.)					Employing agencies and recipients of nursing care (consumer) will provide favorable feedback on student and graduate performance. Students will be able to survive reality shock.	The supervisors surveyed in 1982 expressed satisfaction with the Roberts Wesleyan College students with who they have worked.
D. Curriculum	The Nursing Division will have philosophy and goals consistent with the mission of the College.	The philosophy and goals of the Division of Nursing are consistent with the Mission of the College. The section on Structure and Governence details the comparison between the Division of Nursing philosophy and goals with the College philosophy and goals.	The nursing faculty will maintain and update philosophy and goals and will use these in the building of the curriculum.	The faculty worked together in 1982-83 to revise the Division's philosophy and goals and used the revised versions to construct the curriculum for 1983-84.	The revised nursing philosophy and goals will be more representative of the faculty's beliefs and curriculum content and will be more reflective of the College's Christian World View.	The existing philosophy and goals are more inclusive of the beliefs of the faculty, are more wholistically oriented and student-centered.

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
D. Curriculum (Cont.)	The curriculum of the Division of Nursing will be integrated, and organized around 4 major concepts and selected subconcepts.	The 4 major concepts that form the conceptual framework are individual, society, wholeness and nursing.	Nursing courses will be team taught in order to combine the expertise of the faculty, facilitate integration, and reduce gaps and overlaps in contents.	There is discussion between nursing faculty members informally, in team meetings, and in nursing faculty meetings as to the major concepts being taught which need to be applied in clinical.	The integrated curriculum fosters the student's ability to address the whole client and function successfully in many and various clinical settings. The graduates of the integrated Nursing program will pass the integrated State Board Exam with a higher passing percentage than the graduates who took the State Board Exams before 1982.	The Alumni Survey revealed 51% of respondents were highly satisfied and 49% were satisfied with faculty's knowledge of classroom content taught and clinical experiences. Also 70% of the alumni surveyed reported that they consistently apply concepts from the basic sciences and humanities and nursing. Passing percentages for the State Board Professional Examination for the graduates of the Nursing Program were: 1980 - 76% 1981 - 87.5% 1982 - 92.8% 1983 - 95.8%
	The Behavioral Level Objectives will be based on the Philosophy and Goals of the Division.	Behavioral Level Objectives were rewritten by the faculty in 1982-83 and are consistent with the Philosophy and Goals of the Division (see Curriculum section).	Course and lecture objectives will flow from Behavioral Level Objectives.	The faculty rewrote Behavioral Level Objectives and course objectives so that they flow from the seven major program goals (Table 19).	The curriculum will be logically organized and internally consistent with one philosophy and seven major program goals.	All evaluation forms are based on course objectives. Students are able to identify the philosophy and goals of the Division. Faculty assist students to develop their own philosophy so that as graduates they can verbalize their own philosophy.

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
D. Curriculum (Cont.)	The curriculum will be ganized so that knowledge and skills are developed progressively throughout the program.	In 1982-83 the faculty rewrote the Behavioral Level Objectives to reflect this progressive development. Included in this is the fact that principles and concepts from liberal arts courses form a basis for division courses.	Course objectives and instructional methods will reflect Behavioral Level Objectives.	Clinical experience and classroom assignments require that students progressively develop higher levels of functioning in the psychomotor, affective, and cognitive domains.	The fourth year Behavioral Level Objectives will be consistent with the characteristics of the Graduate.	Graduates who fulfill the Characteristics of the Graduate are prepared to function as beginning professional nurses. The Alumni Survey revealed that 64% of those surveyed felt they consistently used the Nursing Process in current practice and were well-prepared to do this. (Nursing Process example of critical thinking). Data from the Supervisor Qeustionnaire reveals that 99% of those surveyed use the Nursing Process as a problem solving tool with expertise or satisfactorily.

Nursing (continued)

Category/ Variable	Input: Intended Antecedents	Input: Observed Antecedents	Process: Intended Transactions	Process: Observed Transaction	Outcomes: Intended Outcomes	Outcomes: Observed Outcomes
D. Curriculum (Cont.)	The Nursing Program will provide a favorable educational milieu.		The Nursing Curriculum will include major concepts in nursing.	The Nursing Curriculum includes concepts of leadership and management, the research process and its contribution to nursing, experiences in health promotion and maintenance, and the legal, historical, political, social and ethical aspects of nursing. These concepts are all based on the sciences, arts, and humanities studied in the lower division.	The graduates of the Nursing Program will pass State Board exams, will be successfully employed in nursing, and will seek continuing education opportunities.	Passing percentages for State Board examinations for class of 1981 87% 1982 93%, 1983 96%. Data from alumni survey reveals that 71% of those surveyed are taking continuing education courses 10% are pursuing or have completed M.S. degrees, and 79% are employed in nursing.
	The Nursing Faculty will value and utilize curriculum evaluation.	They have developed and used evaluation tools for individual courses, clinical experiences, peer evaluation, etc.	The Faculty will realize the need for a tool for continuing ongoing evaluation of the entire nursing curriculum and the need for an evaluation plan which will follow a specified timetable.	In 1980 and '81 the faculty were involved with writing a grant proposal, "A Process to Evaluate and Improve Nursing Leadership" This proposal included a systematic plan to evaluate and improve the leadership strand of the integrated curriculum. Such a plan would have served as a model for total curriculum evaluation and revision.	Theory and research from the Grant Proposal will be used by faculty as they carry out curricular review. Title III will provide partial funding for total College curriculum evaluntion and thus benefit the Nursing Program.	The Robert Stake model used by Nursing Faculty in writing the Grant Proposal was used as a guideline for the NLN Self-Study. A Director of Curriculum and Faculty Vitality joined the Faculty on July 1, 1983 and will be actively involved in the curriculum evaluation in Title III.

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transaction	Intended Outcomes	Observed Outcomes
D. Curriculum (Cont.)	The curriculum will be continually evaluated and appropriate changes will be made.	The faculty have developed evaluation forms for evaluation of courses and clinical experiences.	Evaluation tools are used on a regular basis according to a time table. The results of these evaluations are the basis for appropriate changes in the courses.	Evaluation tools developed by the faculty are used according to Table 32. These tools include course and clinical evaluations, Alumni Survey and Supervisor Questionnaire. The results of these evaluations are discussed and considered in team meetings, Nursing Faculty meetings and Curriculum Committee meetings.	The results of the evaluations and discussions in the various committees are used in updating and revising curriculum.	Changes in courses are made based on student and faculty input. e.g. Course evaluations for the senior year 1982-83 revealed that students desired room for an elective nursing course. It was decided to reduce the research course from 4 credits to 3 credits and to add a 1 credit nursing elective course. The evaluations of the nursing elective courses that have been taken are highly favorable. Student course evaluations for N304 identified a problem with students finding time to view assigned AV materials. In response the faculty are using more AV materials during class time.
E. Resources 1 Fiscal	Fiscal resources will be adequate to support the nursing program in accomplishing its goals.	The budget for'83-84 is comparable to or slightly higher than the budget for 82-83.	There will be appropriate distribution of College fiscal resources among the divisions.	Each division follows the same procedure for identifying needs and establishing a budget.	The entire College will operate in the black.	The Nursing Division has operated within its budget.

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
E. Resources (Cont.) 1. Fiscal (Cont.)	Faculty salaries will steadily improve.	There was a 10% salary increase for 82'83 and a 7.6% salary increase for 83-84 plus financial support for professional meetings and Growth Contract activity.	Administration is actively pursuing alternate means of improving faculty salaries.	Capital Campaign, launched Sept. '83. Increasing student enrollment is a priority of the current administration.	Faculty salaries will be more comparable to AACN salaries and CCC salaries (see Table 7). Faculty turnover will be low.	Salaries are steadily approaching this level. Half-time or above faculty received a cash bonus at Christmas time, 1983. Of the 9 present full time faculty, 7 have been here 5 years or more. Over the past 3 years, 2 full time faculty have taken education leaves. Reasons for the other full time faculty resignations included return to missionary work, illness, marriage, and financial.
2. Support Services	Budgeted support services are adequate.	There is 1 full-time and 1 part-time secretary for the Division (9 full-time and 6 part-time faculty).	Secretarial time will be used efficiently by the faculty.	Faculty work together to facilitate efficient use of secretaries' time.	Correspondence and course materials will be completed when needed. Future plans include a word processor and a computer.	Correspondence and course materials are completed when needed. The Nursing Division was given use of another secretary and a word processor to help with completion of the NLN Self-Study Report.
3. Institutional Support Services	The Nursing Division will have access to all institutional support services and these services will be adequate.	Table 13 details access to 16 support services utilized to carry out the Nursing Program.	A good, supportive working environment will be created.	All divisions and departments work together within this environment to carry out their programs.	Institutional support services will contribute to the quality Christian education of nursing students.	The components of institutional support services that are designed to contribute to the students Christian education include for example: Chapel, Student Activity Programs, Staley Lecture Series, All College Seminar, etc.

Nursing (continued)

	Input		Process		Outcomes	
Category/ Variable	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
E. Resources (Cont.) 3. Institutional Support Services (Cont.)			More computer availability will be secured.	In June of 1983 a new PDP-11/34 computer for administrative use (including word processing) was installed and in December of 1983 a VAX 750 computer was delivered solely for academic use (faculty and students), a micro computer lab is being developed, and computer training sessions for faculty in January of 1984 were made available and promoted.	The faculty will take advantage of the computer training sessions.	Three faculty members and the division secretary took the computer training session in January of 1984.
			Increasing student need for counseling and tutoring will be met.	Learning Center, tutoring groups and support groups are in operation and need for additional counseling time will be assessed.		
4. Physical Facilities	Physical facilities will be adequate for the program to accomplish its goals.	The physical resources provided by the College add to the strength of the Program. The physical layout of the College campus allows students to easily walk to and from classes dorms, the cafeteria, and the administrative offices.	Helene Fuld Health Trust Funds will be requested and used for improving physical facilities.	Helene Fuld Health Trust funds have been used for: -rennovation of basement to provide one large multipurpose room - 1980, -remodeling of junior classroom - 1981, -12 passenger van - 1980, -lounge and activity area in North Commons - 1981 and -hallway and office carpeting - 1983.	There will be continuing improvements in Nursing Division's physical facilities and at some future date a new facility will be constructed. The College will actively develop plans for improved physical fitness and student activities facilities.	Continual improvements are being made and tentative long-range plans include a new nursing facility to be located in the center of campus adjacent to the Science Center. A major objective of the capital campaign launched in fall of '83 is to secure funds for a Life Fitness Center (described in Resources section).

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
E. Resources (Cont.) 4. Physical Facilities (Cont.)		Physical facilities in the nursing building are adequate for operation of the program but improvements in the following areas would be helpful: -space for faculty lounge -increase space for nursing skills lab and classroom -increase space and convenience for faculty offices.				
5. Library	The librarian and the College administration will appreciate the importance of a comprehensive collection of professional books and periodicals.	Library holdings in nursing and the acquisition budgets are adequate for the meeting of the program goals. (see Material Resources section).	Policies for library acquisition will include faculty input.	Library holdings are updated regularly through input from faculty and students (library orders on file in the Divisional secretary's office).	The nursing volumes will be adequate to help students research their assignments.	Student use of library resources is demonstrated in the bibliographies of formal nursing papers which they write and in the reference section of the Nursing Care Plans from the Senior year. The Nursing faculty use the library for preparation for classroom and clinical teaching.

Nursing (continued)

Category/ Variable	Input		Process		Outcomes	
	Intended Antecedents	Observed Antecedents	Intended Transactions	Observed Transactions	Intended Outcomes	Observed Outcomes
E. Resources (Cont.) 6. Clinical Facilities	Clinical facilities will be selected to provide opportunities for a variety of appropriate learning experiences.	The clinical settings chosen by the faculty include acute and chronic care hospitals, outpatient departments, offices, and community facilities. The hospitals selected are accredited by NYS Department of Health and JCAH.	There will be periodic evaluation of the clinical facilities to assess the adequacy of each agency to meet the needs and objectives of the program (see sample of Evaluation of Clinical Agencies in Appendix).	The evaluation of clinical agencies by Nursing Faculty is favorable (completed tools are on exhibit).	Students will have favorable reactions to their clinical settings.	89% of the Alumni surveyed were satisfied to highly satisfied with the variety of learning experiences. When identifying strengths of the RWC Nursing Program in open-ended questions, seventeen alumni listed the variety of high quality hospital and learning experiences.

RELIGION AND HUMANITIES DIVISION
GOALS AND OBJECTIVES

Department of Language and Literature

Our English department has set several goals for its students. Among them are: 1) recognition of different literary genres, the unique characteristics of each genre and the particular skills needed to know each genre well; 2) the ability to become competent reader/interpreters of a literary text; 3) some understanding of the historical, cultural backgrounds of English and American literature; 4) a lifelong regard for literature as a legitimate field of inquiry into the human condition.

None of these goals excludes any other one and in practice we often pursue them simultaneously, though in varying degrees. However, for the purposes of explanation, each of the four goals will be discussed in order, as though discrete from the others.

1. Basic to a literary education is understanding of the genres of literature. Accordingly, our general education requirement, Introduction to Literature, examines the genres of short fiction, novel, drama, and poetry. We give attention to the unique properties and demands of each, enabling students to read each genre according to its own rules and nature. These reading skills are also emphasized and expected from students in the literature courses which make up the major or concentration. Our methods of evaluating a student's knowledge of genre include written explications of given works, pointed class discussions about genre, and student-led classes in which a specific genre is under consideration. For example, a recent assignment in post-Civil War American Literature was a closely written analysis of two lyrics by Robert Frost. The students discussed rhyme, metrics, recurring and shifting images, tone, and other elements of the works peculiar to their nature as poetry. Similar activities take place in all literature courses.

2. A successful literature major must be a competent reader/interpreter of a literary work. Throughout our program we invoke all available sanctions to make our students careful readers of a text. Many of the writing assignments can be successfully done only by a careful reader. For example, a student might be asked to comment on the various uses of fire or burn images in Alice Walker's "Everyday Use." Such a question could be answered successfully only after repeated careful readings of the story - also, as mentioned above, we initiate class

discussions that often turn on an interpretation of a passage in a work, a passage that makes decent sense only in the context of the rest of the work, requiring that the student be familiar with the entire work. For example, Thomas Hardy's references to his heroine Tess as a "friendly leopard" makes full sense only in the context of all the animal imagery surrounding Tess and describing her life. In addition, we grade tests and papers carefully for evidence of careful reading. We stress contextual support, evidence, as a necessary part of a successful essay.

3. All literatures have their roots in cultural and historical soil. Accordingly, one of our emphases in the English department is upon the history and culture from which a given literature springs. For example, Dickens's Hard Times cannot be read well apart from an understanding of 19th Century industrialism and apart from various theories of education prevalent in mid-19th Century England. Nor can Tennyson's "In Memoriam," be read well apart from knowledge of advances in Geology, Biology, and Biblical criticism current in Tennyson's day.

   Each of our literature courses deals in part with historical/cultural background. We address history and culture most specifically, though, in our two course sequence, "Survey of English Literature." We begin this sequence with Anglo-Saxon literature and carry our investigations up to the early 20th Century. Through these courses we introduce our students to major developments in art and thought and to the literary eras, figures, and schools which they will study in greater detail in completing their major. There is also a two course sequence in American literature in which we attempt to do much the same thing.

   Our methods of evaluating our success are essay exams, papers, and class discussions. For example, an essay on the various conceptions of time and time-telling in Adam Bede allows a student to demonstrate her or his knowledge of rural and urban life in the early 19th Century.

4. If there is a goal which takes precedence over the others though clearly including all of them, it is that of encouraging a lifelong commitment to literature. In a world dominated by the linear, consecutive reasoning inherited from the Enlightenment, we promote the affective knowing which is the legacy of the liberal arts in general and of literature in particular. To borrow a phrase from George Eliot we strive to remind our students that "we are children of a large family", in this case the family of man and that literature is an anthology of responses to the business of being human. Though avoiding cliched superficialities and simplistic dichotomies, we strive to

understand the life within our literature in ways that promote discerning and compassionate insight. We hope that a major in literature will make it less easy to have a narrow, unimaginative, parochial view of life. The graduate of our major should have experienced enough ambiguity, paradox, and riddle to realize the need for lifelong exploration of her/his positions and commitments.

Evaluating our success here is not easy since much that we hope for occurs only after a student has left us - often years later. Yet there are ways. We ask essay questions, gear classroom discussion, and assign paper topics partly in order to get our students to wrestle with the enduring human concerns within their readings. For example, a student could be asked to discuss the origins of Sarty's decision to break with his family in Faulkner's "Barn Burning." Such a question will lead a student to consider the questions of loyalty to a family community as opposed to one's own sense of value. Or a question on Tillie Olsen's "I Stand Here Ironing" would involve a student in the intricicies of being a parent and of the highly problematic process of decision-making under harrowing circumstances.

In the spirit of Jack Ludwig's "A Woman of her Age," we try to induce our students to agree with Doba Goffman that "life wasn't something to be kicked aside just because you happened to have it." We hope that an English major is a reader/learner for life. For as Henry James has a character say in "The Middle Years": "The great thing is to have made somebody care."

Ongoing evaluation of the literature offerings is currently the responsibility of Dr. C. Harold Hurley. In consultation with colleagues, students, and teachers in other institutions, he recommends modifications in the program. All proposed changes are submitted to the Department of Language and Literature, the Division of Religion and Humanities, and the Educational Policies Committee before going to the entire faculty.

Humanities Major

The major in Humanities at Roberts Wesleyan College is an interdivisional, integrative major. Students are expected to cross disciplines in completing the course work. For that reason, two types of students are normally pursuing a degree in Humanities. Some are interested in the kind of general overview of the Humanities which this major provides because of their own interests and/or abilities. Others are interested in graduate study in a field that builds upon general knowledge and a variety of academic experiences, such as library science, journalism, teaching, law, communication, and so on.

In particular, the Humanities major seeks to broaden students by:

1. exposing them to the several fields of study normally contained within the discipline called Humanities;
2. introducing them to the methodologies of the several fields of study;
3. allowing them to deepen their understanding and/or to follow their personal interests by focusing upon one concentration area;
4. giving them opportunity to explore the nature of humanness and to contemplate what it means to be really human.

In completing the Humanities major, students take courses in the disciplines of art, music, communication, history, language, literature, philosophy, and religion. The methods of assessment used in these particular disciplines are employed in regard to Humanities students.

The generic nature of the Humanities makes it impossible to assign responsibility for its oversight to one individual. Therefore, as the several components of the majors change, as substitute courses are made available to or required of students, the Humanities major, which buids upon those components, changes as well. Since there have been relatively few graduates with this interdepartmental major, there are no alumni resources upon which to call. At present, then, the program is under the general jurisdiction of the chair of the Division of Religion and Humanities.

Communication Program

Students majoring in Communication at Roberts Wesleyan College are typical of college students everywhere. They are affected by the rapid and radical changes taking place in modern American society, changes which are altering nearly every level of that society--from federal structures to family life. Such transformations have created what may be termed a "crisis" of communication, as well as a crisis of culture and of reason. The Communication Program offers students an opportunity to reflect upon the current situation and to develop a constructive personal response.

Program Goals and Objectives

It is in the intrinsic nature of a college such as Roberts Wesleyan to encourage students to explore the role of language and communication in both their personal and professional lives. Indeed, addressing what it means to be a communicating person and a communicating professional is the undergirding purpose of the major.

While the wide range of academic experiences that make up the field of Communication is explored, the central thrust is a guiding linguistic perspective born of a firm grounding in rhetorical studies.

Specifically, the Communication Program encourages students to:

1. study the role of language as a separating, yet potentially mediating link between persons as well as between disciplines and cultures;

2. discover a common integrational link by which to draw together isolated learning experiences;

3. engage in reflective, analytic and independent thinking;

4. develop an appreciation of theoretical bases of Communication and a practical knowledge of oral, written and media studies;

5. function effectively as responsible communicators in a democratic society.

Dr. Elvera Berry oversees the Communication program. She seeks advice from other professionals in evaluating the program and in trying to improve it. She also acts as chair of the Communication Task Force which is the group responsible for making formal recommendations to the Department of Language and Literature and for maintaining the integrative nature of the program. Upon recommendation of the Department of Language and Literature, the Division of Religion and Humanities proposes revisions to the EPC and the faculty.

Department of Religion and Philosophy

The Department of Religion and Philosophy is made up of three areas of study: Biblical Studies, Philosophy, and Religious Studies. Students enrolled in the Department are usually planning on taking graduate courses in either a university or seminary.

At the same time, many of the students served in courses offered by the Department are not in the major. Therefore, the Department sees its role in the fulfillment of the institution's objectives to be that of teaching biblical literature, philosophy, and religious studies as essential parts of a student's liberal arts education. In the main, then, attention is given to providing students with the tools and methodology for further study in the several disciplines of the Department. At the same time, courses which provide an overview of biblical literature and philosophy are made available to all students.

Specifically, courses in the Department are designed to help students:

1. develop their skills in critical thinking;

2. develop their communication skills;

3. become familiar with the relevant terminology;

4. gain understanding of the fundamental content;

5. become familiar with the relevant methodologies.

Exams, written assignments, oral presentations, and discussion are all utilized to assess student performance. In addition, students regularly evaluate faculty effectiveness. The program is monitored on an on-going basis and revised as deemed necessary by the faculty in the Department.

Individual faculty members are responsible for evaluating the several programs within the Department. Based upon their professional judgment, discussion with students, input from alumni and friends, and as the result of suggestions from colleagues in other institutions, they make recommendations for curricular change to the entire department. Present assignments are as follows:

Biblical Studies -- Dr. Paul Livermore
Philosophical Studies -- Dr. David Basinger
Religious Studies -- Dr. Wesley Vanderhoof

The Department then recommends the change to the Division of Religion and Humanities, which, upon approval, submits it to the Educational Policies Committee.

Contemporary Ministries Major

In general terms, the Contemporary Ministries major is designed to complement the curriculum at Roberts Wesleyan College by providing students opportunity to prepare for vocations not identified in the current offerings of the college. The program allows students to design a course of study appropriate to their own interests and goals for service. In so doing it provides both flexibility and relevance to students seeking employment in community social and religious agencies which carry out wholistic ministries and which do not require specific and technical training. Students select courses from existing majors in such a way that they complete two concentration areas, which include social ministries, counseling ministries, youth ministries, music ministries, and educational ministries.

Specific objectives of the program are:

1. to provide opportunity for students to design a course of study most suitable, within the limits of the curriculum, for their chosen field of employment in an agency that uses generalists in conducting its community service and ministry;

2. to develop graduates who can move easily into community service agencies and churches, who have a wholistic view of human personality and are thus prepared to minister to the whole person without a formal credential such as ordination or certification;

3. to offer a program of study which has both breadth and depth, and which is structured to accomplish cross-disciplinary learning;

4. to provide students who do not intend to seek credentialing a course of general study which will enable them to move into a broad form of helping ministry.

In completing the Contemporary Ministries major, students take courses in the several disciplines cooperating in the program and complete the requirements of those courses. Methods of grading and assessment appropriate to the individual courses are utilized in determining the competency of the student to enter into employment.

The Contemporary Ministries major is overseen by Dr. Wesley Vanderhoof, with assistance from Mr. LeRoy Kettinger. Students have significant input into the offerings, based upon their own experiences in practica, observations of other programs, or upon felt needs. Each suggestion is evaluated by the Contemporary Ministries Committee. The recommendations of this committee are sent to the Department of Religion-

Philosophy-History for discussion and approval, and are then submitted to the Division of Religion and Humanities for recommendation to the Educational Policies Committee and the faculty.

Department of History

The Department of History is responsible for two areas of study: History and Comprehensive Social Studies. Students enrolled in the Department are usually planning to pursue careers in education, law, or public service. Most plan to enroll in graduate school and to obtain graduate degrees. For these students the Department provides a variety of content courses and one seminar course. In addition to content, attention is given to research and writing, historical method and interpretation.

The Department also helps to fulfill the general education and liberal arts objectives of the College. Students from all disciplines enroll in history classes in order to study events, ideas, and institutions in a variety of cultural contexts. Attention is given to a survey of structural changes over time, terminology, illustrative documents, writing, and interpretation.

Courses in history are generally designed to help students:

1. understand the forces of continuity and change in a variety of cultures.
2. acquire familiarity with relevant terminology.
3. analyze documents and understand historical interpretations.
4. practice research, writing, and speaking skills.
5. develop a sense of personal connectedness with history and culture.

History majors are also required to take courses in economics and political science. Comprehensive Social Studies majors take additional courses in economics, political science, and sociology.

The Department uses exams, written assignments, and discussion to assess student performance. Students evaluate faculty effectiveness on a regular basis. Evaluation and revision are held to be necessary and valuable.

SOCIAL SCIENCES/BUSINESS ADMINISTRATION DIVISION
DIVISIONAL PROGRAM GOALS FOR 1987-88

1. Seek increases in program enrollments
2. Increase the instructional use of technology
3. Develop and revise internship manuals where needed
4. Make special marketing efforts for the newer divisional programs, i.e., Accounting, Criminal Justice, Gerontology
5. Expand full-time faculty in Business, Criminal Justice, Psychology and Social Work
6. Develop an interdisciplinary Industrial/Complex Organization Course--Business, Psychology and Sociology
7. Plan and implement a Colloquium Series for the Division

TEACHER EDUCATION GOALS AND ACTIVITIES

1987-1988

Goal I	Status
Reappraise CBTE programs (elementary and secondary ed) registered with State prior to review for reaccreditation by State.	
Activities	
A. Rewrite CBTE competencies.	completed 1/88
B. Revise remainder of document.	in progress
C. Submit self-study to State for approval.	completed 2/88
Goal II	
Reappraise requirements for admission to the teacher education programs.	
Activities	
A. Consider interview requirement to assess talent/personality for teaching, e.g., SRI's Pre-Service Teacher Perceiver Interview.	in progress
B. Consider requirement of interactive experiences with school-age children prior to acceptance to major.	in progress
Goal III	
Appraise current curricular offerings in the teacher education programs in response to student needs and proposed new State requirements.	
Activities	
A. Revise current programs in elementary and secondary ed in light of proposed new State certification requirements.	on hold
B. Formalize a "Computers in Education" component in EDU 311 Audio Visual Methods and Materials.	completed 12/87
C. Administer NTE Specialty Area Tests on RWC campus in 3/88 in response to State requiring NTE Specialty Tests, in addition to NTE Core Battery, effective 9/1/88(?).	scheduled 3/88
D. Study exemplar teacher education programs.	in progress
E. Examine needs for new programs in areas of critical need, e.g., (1) business education, (2) special education, (3) concentrated/accelerated certification programs, (4) A.S. in early childhood.	1) in progress 2) in progress 3) not begun 4) in progress
Goal IV	
Maintain and upgrade the Curriculum Lab.	
Activities	
A. Increase secretarial and student help so that more time can be devoted to maintaining and upgrading the Curriculum Lab.	budget constraints
B. Purchase new computer for the Lab.	completed 12/87
C. Purchase educational software.	budget constraints
D. Augment instructional materials in the Lab.	budget constraints
E. Investigate renting M. Hunter videotapes on the Master Teacher or purchasing C. Cummings tapes.	completed 12/86

Teacher Education Goals and Activities (continued)

Goal V

Improve faculty and student interaction

Activities

A. Increase social interactions among all full and part-time faculty in the Division.	good progress
B. Increase social interactions among faculty and students.	great progress
C. Reactivate the education club.	completed 11/87

Goal VI

Reestablish, develop and maintain professional interactions at all levels within the teacher education profession.

Activities

A. Train new faculty in the Elements of Instruction and increase training for current faculty.	on-going
B. Improve communication with school personnel.	
1. Revise sponsor and student teacher packets, student teaching syllabus, and tuition waiver form.	completed 1/88
2. Consider informational meetings for sponsor teachers and student teachers each September.	completed 9/87
C. Consider establishing formal collaborative arrangements with schools for placement of both student teachers and junior participants.	not begun
D. Maintain ties with teacher education alumni and invite their participation in the current program.	not begun
E. Increase membership and participation in professional teacher education organizations at local, state and national levels.	good progress

Goal VII

Develop recruitment and placement strategies, working with the Admissions Office and the Career Planning & Placement Office.

Activities

A. Develop strategies for attracting students to new programs as they are developed.	in progress
B. Contribute to the Teacher Recruitment Day held each spring in the Rochester area.	completed 4/87
C. Purchase recruitment videotape Contact.	completed
D. Help students develop resumes and prepare for interviews.	completed 1/88

1/88

APPENDIX 2

GOALS AND OBJECTIVES
FOR TEACHER EDUCATION PROGRAMS IN:

ART EDUCATION page 153
ELEMENTARY EDUCATION page 161
MUSIC EDUCATION page 187
SECONDARY EDUCATION page 235
EDUCATION ELECTIVES page 251

OBJECTIVES
FOR THE
ART EDUCATION PROGRAM

PERFORMANCE OBJECTIVES FOR THE ART TEACHER

To be recommended for provisional certification, students must achieve at least 60% of competencies listed. When a student has achieved the number expected, that student has fulfilled the requirement of the program which is concerned with classroom performance. If the college supervisor, in consultation with the cooperating teacher and the coordinator of the art education program determines that after the prescribed percentage has been achieved the student teacher exhibits a deficiency in one area that is so severe that its absence makes it impossible to effectively use the other demonstrated competencies, the student will be requested to demonstrate further competencies in the deficient area.

Code

Assessed By	Means of Assessment
SU = Supervisor	CON = Conference
CT = Cooperating Teacher	DIS = Discussion
PR = Principal	CHK = Checklist

ACTIVITY	ASSESSED BY	MEANS OF ASSESSMENT	SUGGESTIONS FOR IMPLEMENTATION
COMPETENCY 1. The art teacher will relate how art has been influenced by culture and history, and how art has influenced people and cultures.			
1a. Present examples of how art has been influenced by culture and history.	SU,CT	CHK,DIS	Present viable resources: art objects artists, films, slides, etc. and historical examples for specified media.
1b. Document to the class how art has influenced people and cultures.	SU,CT	CHK,DIS	
COMPETENCY 2. The art teacher will help the student to identify the role of the artist in contemporary society, and throughout history.			
2a. Present evidence of the role of the artist in present societies.	SU,CT	CHK,DIS	Present viable resources: art works, artists statements, films, slides, etc. and specific examples in varied media
2b. Use selected historical examples to reveal the role of the artist in past societies.	SU,CT	CHK,DIS	
COMPETENCY 3. The art teacher will guide the student to analyze and interpret works of art.			
3a. Show how artists use symbols.	SU,CT	CHK,DIS	Present varied examples.
3b. Communicate the historical, social, philosophical context of the art work considered.	SU,CT	CHK,DIS	Present documentation and related material.
3c. Relate statements of artists about their own work.	SU,CT	CHK,DIS	Invite artist to speak, use film, readings, etc.
3d. Introduce the means artists use to convey ideas visually.	SU,CT	CHK,DIS	Present works of art comparing imagery, discuss the impact of materials, define the interaction of the formal elements.

ACTIVITY		ASSESSED BY	MEANS OF ASSESSMENT	SUGGESTIONS FOR IMPLEMENTATION
COMPETENCY 4.	The art teacher will train the students to describe works of art.			
4a.	Design activities that will help develop and structure an art vocabulary.	SU,CT	CHK,DIS	Present a visual arts vocabulary and ask questions about art which will enable the students to use vocabulary.
4b.	Encourage students to communicate personal ideas , insights and feelings about art works.	SU,CT	CHK,DIS	Show art works and encourage students to express personal responses.
4c.	Encourage the use of metaphoric language to describe works of art.	SU,CT	CHK,DIS	Describe works of art using metaphors , and elicit from students responces in which they utilize metaphors.
COMPETENCY 5.	The art teacher will guide the student to develop criteria for evaluation of art work.			
5a.	Establish and reinforce pupil's knowledge of design elements and principles as a basis for evaluative statements.	SU,CT	CHK,DIS	Elicit statements from pupils about the use of formal elements in works of art.
5b.	Present activities through which pupils will make judgements based on the content of the work i.e. images and symbols.	SU,CT	CHK,DIS	Elicit statements from pupils about the content of works of art.
5c.	Help the student explore the relationship of the use of media to evaluation.	SU,CT	CHK,DIS	Elicit statements from pupils about the use of media in works of art.
COMPETENCY 6.	The art teacher will guide the student in realizing the philosophical aspects of art.			
6a.	Explore the relationship of art work to reality.	SU,CT	CHK,DIS	Create a discussion of topic with students.
6b.	Help the student notice , be affected by , and to establish a method of observing art.	SU,CT	CHK,DIS	Present activities related to selected art works.

ACTIVITY	ASSESSED BY	MEANS OF ASSESSMENT	SUGGESTIONS FOR IMPLEMENTATION
COMPETENCY 7. The art teacher will guide the student's understanding of the meaning of art and its value to the person and society.			
7a. Practice using skills of visual impression: perceive and interpret visual art.	SU,CT	CHK,DIS	Present art works and elicit pupil responses.
7b. Communicate the relationship of art to other art forms.	SU,CT	CHK,DIS	Provide examples for comparison and discuss.
7c. Show how art communicates beliefs, concepts and attitudes.	SU,CT	CHK,DIS	Present selected examples for discussion.
7d. Design activities in art that help the pupil realize the value of thinking and working creatively.	SU,CT	CHK,DIS	Present a set of activities that invite comparison between rote and creativity.
7e. Help the student to develop a value system for art.	SU,CT	CHK,DIS	
COMPETENCY 8. The art teacher will assist the students in their perception of art works.			
8a. Define the elements that make up the art image and the principles of their interation.	SU,CT	CHK,DIS	Present examples emphasizing these and discuss.
8b. Help students develop skills of perception through observation and exercise of discrimination.	SU,CT	CHK,DIS	Present art works and elicit pupil response.
COMPETENCY 9. The art teacher will enable the students to produce or create original, expressive art from a variety of media.			
9a. Utilize activities that are sequential and continuous, helping students to acquire facility in the use of elements of art.	SU,CT	CHK,DIS	Present a series of assignments emphasizing the formal elements of art.
9b. Design sequential activities to develop visual perception and drawing skills.	SU,CT	CHK,DIS	Present a sequence of activities to increase visual perception and drawing skills.

ACTIVITY	ASSESSED BY	MEANS OF ASSESSMENT	SUGGESTIONS FOR IMPLEMENTATION
9c. Provide activities that enable the student to develop symbols and images to express their own ideas.	SU,CT	CHK,DIS	Present activities in which student expresses a personal idea or feeling.
COMPETENCY 10. The art teacher will prepare plans for classroom art activities and bring such plans to proper fruition with the students.			
10a. State appropriate objectives utilizing a wide variety of art activities.	SU,CT	CHK,DIS	State objectives and implement.
10b. Use procedures suitable to achieve stated objectives.	SU,CT	DIS	Exercise procedures.
10c. Prepare and utilize resources suitable to achieve objectives.	SU,CT	DIS,CON	Present resources. Use variety.
10d. Prepare means for evaluation of instruction and learning.	SU,CT	CHK,DIS CON	State means clearly and implement.
10e. State proper sequence in order of planned experiences.	SU,CT	DIS	Demonstrate proper sequence.
COMPETENCY 11. The art teacher will delineate and use relationships of art as a subject area to other areas of the curriculum, and coordinate art activities with other disciplines where appropriate.			
11a. Work with teachers of other subject areas in planning integrated activities.	SU,CT,PR	CHK,DIS CON	Plan an integrated activity with one other subject teacher.
11b. Provide activities that help students discover relationships among the various disciplines.	SU,CT,PR	CHK,DIS	Plan such an activity.
11c. Provide experiences in related art areas such as dance, film, music, literature, theatre and practical arts.	SU,CT,PR	CHK,DIS	Plan activities involving these areas.
COMPETENCY 12. The art teacher will develop art activities appropriate to all levels of students; for those that have learning disabilities to those that are gifted.			
12a. Prepare activities which will enable each student to develop an understanding of art concepts appropriate to their level.	SU,CT	CHK,DIS	Present an activity at more than one level.

ACTIVITY	ASSESSED BY	MEANS OF ASSESSMENT	SUGGESTIONS FOR IMPLEMENTATION
12b. Prepare activities that will enable each student to express their ideas and feelings in their work.	SU,CT	CHK,DIS	Present an activity at more than one level.

COMPETENCY 13. The art teacher will demonstrate a knowledge of organizing a program of art for schools.

ACTIVITY	ASSESSED BY	MEANS OF ASSESSMENT	SUGGESTIONS FOR IMPLEMENTATION
13. Prepare an example of art program for an elementary, middle or high school; public or private.	SU,CT	CHK,DIS	Prepare a document.

COMPETENCY 14. The art teacher will demonstrate a knowledge of planning facilities for art uses.

ACTIVITY	ASSESSED BY	MEANS OF ASSESSMENT	SUGGESTIONS FOR IMPLEMENTATION
14a. Prepare a classroom plan in which a select variety of art activities can take place. Consider storage needs.	SU	CHK,DIS	Draw a floor plan and elevations.
14b. Prepare drawings for a plan to utilize a space for exhibition of art works.	SU	CHK,DIS	Draw a floor plan of the space and show placement of display needs.
14c. Learn the value of safe practices and the impact of health hazards on the design of a classroom for art activities	SU,CT	CHK,DIS	Demonstrate this knowledge in the floor plan of the space.

COMPETENCY 15. The art teacher will develop criteria for evaluation that is clearly understood by and considerate of the student.

ACTIVITY	ASSESSED BY	MEANS OF ASSESSMENT	SUGGESTIONS FOR IMPLEMENTATION
15. State clearly the criteria the teacher uses when evaluating student work, and the bases for these criteria.	SU,CT	CHK,DIS	State a number of evaluative criteria and their bases.

COMPETENCY 16. The art teacher will demonstrate ability as an artist by producing works of art.

ACTIVITY	ASSESSED BY	MEANS OF ASSESSMENT	SUGGESTIONS FOR IMPLEMENTATION
16a. Progress to the use of a variety of materials and processes in the making of art.	SU,CT	CHK,DIS	Show facility in demonstrating the use of materials and processes to students.
16b. Become expert in the handling of the elements and principles of visual organization.	SU,CT	CHK,DIS	Show facility and creativity in the demonstration of their use.

ACTIVITY	ASSESSED BY	MEANS OF ASSESSMENT	SUGGESTIONS FOR IMPLEMENTATION
16c. Experiment in depth with art materials and processes to determine their effectiveness in achieving personal expressive form.	SU,CT	CHK,DIS	Demonstrate and discuss with students your personal experience in resolving art problems.

COMPETENCY 17. The art teacher will know and communicate the health hazards of art media, their inherent processes, and the danger of particular tools that are to be used.

ACTIVITY	ASSESSED BY	MEANS OF ASSESSMENT	SUGGESTIONS FOR IMPLEMENTATION
17a. Present the health hazards of art media and their processes.	CT	CHK	Demonstrate, discuss and post information concerning hazards.
17b. Teach and practice safety in the use of tools and media.	CT	CHK	Present directions which promote safe practices.
17c. Demonstrate proper methods for care and conservation of tools, equipment and facilities.	CT	CHK	Present directions for care and conservation.

GOALS AND OBJECTIVES
FOR THE
ELEMENTARY EDUCATION PROGRAM

Please note: Lower case letters indicate objectives related to goals with the same upper case letter.

ROBERTS WESLEYAN COLLEGE

GOALS OF THE ELEMENTARY EDUCATION PROGRAM

In teaching situations, students will be able to apply knowledge of the following:

1. Subject matter
2. Child and adolescent development
3. Planning skills
4. Instructional skills
5. Classroom management skills
6. Instructional materials
7. Human relations skills and professionalism

PSY 201/EDU 201
DEVELOPMENTAL PSYCHOLOGY

Goals

Students will learn:

A. Several major theories of lifespan development.

B. The periods/stages of growth from conception to death and the physical, cognitive and social development of each.

C. The significant influences on and major developmental tasks of each stage of human development.

D. A personal theory of lifespan development.

Objectives

Students will demonstrate:

a. Application of Piaget's, Erikson's and Kohlberg's theories of development by participating in small group research projects (4-5 hours outside of class), making a class presentation and preparing a written report.

a. Comprehension of the basic principles of Psychoanalytic and Behavioral Theories by passing a written exam.

b. Comprehension of the physical, social and cognitive maturity and capabilities at each level of human development by passing a written objective exam.

c. Comprehension of the significant influence on the major developmental tasks of each stage of human development by passing a written objective exam.

d. Synthesis of lifespan development by composing a personal theory of human development in a 1 to 2 page typewritten paper.

EDU 202
FOUNDATIONS OF EDUCATION

Goals

Students will learn:

A. History of schooling in America, organization and control, and current major issues.

B. Teacher beliefs, roles, tasks and the principal teacher organizations.

C. Characteristics of learners and their rights and responsibilities.

Objectives

Students will demonstrate:

a. Comprehension of major events in the western world leading to formal schooling in America by passing a written examination.

a. Comprehension of formal school developments in America and how schools are controlled and organized by passing a written examination.

a. Comprehension of at least one major issue in modern American education by writing a formal research paper with a summary of arguments pro and con. (The student's own position and reasons relating thereto are expected.)

b. Comprehension of teacher characteristics, philosophical beliefs, tasks and major teacher organizations by passing a written examination.

c. Comprehension of learner characteristics, their rights and responsibilities, and programs available (especially those requiring adapted programs) by passing a written examination.

a,b,c. Knowledge of educational matters by writing weekly summaries of readings from current books/journals and by giving oral reports in class.

EDU 205
DRUG EDUCATION

Goals

Students will learn:

A. The major types of drugs which affect the central nervous system and sensory perception and their primary physical and psychological effects.

B. Alcoholic family systems.

C. Legal aspects of drug use, possession and sale.

D. Why people use drugs and alternatives to drug use.

E. The role of the classroom teacher regarding children of alcoholics and drug users.

F. Drug abuse treatment and crisis intervention.

Objectives

Students will demonstrate:

a.-f. Knowledge and comprehension of material by passing two quizzes.

a.-f. Comprehension and analysis of material by participating in class discussions.

a.-f. Synthesis of material by passing a final exam and/or by writing a paper.

EDU 301
EDUCATIONAL PSYCHOLOGY

Goals

Students will learn:

A. Learner characteristics, learning objectives and theories, management and teaching methods, and measurement/evaluation strategies.

B. Principles of lesson planning.

C. Teaching skills validated through research.

Objectives

Students will demonstrate:

a. Comprehension of information derived from research about use and construction of objectives, learner characteristics, learning theories, effective teaching methods/management systems, and measurement/evaluation strategies by passing written exams.

b,c. Application of lesson planning skills and principles by constructing a lesson plan and by practice teaching the plan to peers and/or to children in an actual classroom setting.

c. Comprehension of applied teaching skills and principles through an observation/participation experience in actual classroom(s) by recording/interpreting same in a personal journal.

EDU 303
DEVELOPMENTAL READING

Goals

Students will learn:

A. The elements of the reading process.

B. The relationship between reading theory and factors related to reading.

C. How the reading act contributes to learning in content areas.

D. The principles of developing reading lessons.

E. The major approaches of reading instruction.

Objectives

Students will demonstrate:

a.b. Comprehension of the reading process by preparing written essay papers.

a,b,c,d. Application of the elements of the reading process by teaching an oral reading lesson.

d. Comprehension of lesson planning by preparing a series of written plans.

e. Comprehension of a basal reader series by identifying and describing the characteristics of the series.

EDU 304
DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES

Goals

Students will learn:

A. The diagnostic process of the reading act/process.

B. The principles of the diagnostic/prescriptive teaching process in the elementary classroom.

C. The relationship between the diagnostic/prescriptive process and reading.

D. To diagnose and treat reading difficulties in the elementary school.

E. To evaluate pupils' performance in the reading process.

Objectives

Students will demonstrate:

a. Comprehension of diagnosis by determining pupils' reading levels.

b. Application of the diagnostic/prescriptive teaching process by preparing a lesson plan for an elementary classroom.

b,c. Analysis of the diagnostic/prescriptive process by describing and prescribing diagnostic instruction for a pupil.

d. Analysis of reading difficulties by preparing analyses of reading difficulties and treatment plans when given several diagnostic reading instruments.

e. Analysis of pupils' performances by analyzing pupils' reading instruction for instructional, frustrational and independent levels after administering an informal reading inventory.

EDU 311
AUDIO-VISUAL METHODS AND MATERIALS

Goals

Students will learn:

A. The scope and variety of audio-visual methods, materials, and media.

B. To operate equipment and prepare materials for a variety of media.

C. To integrate instructional media into their lessons during student teaching.

D. The value and uses of computers as instructional aids in the classroom.

E. Copyright laws regarding media and software use.

Objectives

Students will demonstrate:

a. Comprehension of audio-visual methods, materials and media by passing a two-part final exam.

a. Comprehension of audio-visual resources by investigating resources available at a nearby BOCES and in the school where they student teach.

b. Application of equipment and materials by learning to operate 14 different pieces of equipment and by preparing 8 different audio-visual projects.

c. Application of instructional media by teaching at least 6 lessons utilizing different media during student teaching.

c. Evaluation of their use of instructional media by evaluating at least 6 lessons utilizing different media during student teaching.

d. Application of the AppleWorks program by preparing instructional files, materials and reports using the program.

d. Comprehension of computer software by explaining at least 5 different types of software available.

d. Evaluation of computer software by evaluating at least 10 different programs for classroom use.

e. Comprehension of copyright laws by writing a report explaining copyright laws.

EDU 322
METHODS OF TEACHING ELEMENTARY LANGUAGE ARTS

Goals

Students will learn:

A. Effective ways to utilize children's literature for meeting pupils' basic needs in language development.

B. The elements of language acquisition in the elementary school.

C. To integrate language arts instruction into the total curriculum.

Objectives

Students will demonstrate:

a,c. Application of integrating language arts instruction into the total curriculum by preparing several lesson plans involving the use of language arts components in specific subjects.

a,c. Comprehension of children's literature and language acquisition by preparing a written paper that indentifies the value of using literature to extend reading skills.

b. Comprehension of the elements of language acquisition by preparing a written paper describing how these elements interrelate.

a,b,c. Analysis and evaluation of language arts elements by preparing and describing classroom teaching plans in the form of activities for 5 class sessions.

EDU 323
METHODS OF TEACHING ELEMENTARY MATHEMATICS

Goals

Students will learn:

A. The major content generalizations, concepts and skill goals for elementary school mathematics.

B. The principles of planning for mathematics lessons and units of study.

C. The appropriate methods, techniques and instructional materials for teaching the elementary school mathematics content, concepts and skills.

Objectives

Students will demonstrate:

a,b,c. Comprehension and application of course material by passing quizzes, midterm and final exams.

a,b,c. Comprehension, application and analysis of course material by participating in class discussions, critiques and research activities.

a,b,c. Application of course material by preparing a detailed lesson plan and teaching peers from the plan.

a,b,c. Application of course material by selecting six content areas and writing mini-lesson plans for each.

a,b,c. Analysis of course material by critiquing lesson plans.

c. Comprehension of methods and materials by preparing lesson materials (e.g., dienes blocks, bulletin boards, etc.) and by outlining their use in lessons.

c. Comprehension, synthesis and evaluation of alternative methods by researching and reacting to alternative methods in mathematics instruction.

EDU 324
METHODS OF TEACHING ELEMENTARY SCIENCE

Goals

Students will learn:

A. New York State regulations and recommendations relating to elementary science teaching.

B. Organization of curricular programs and principles of planning for instruction.

C. Appropriate methods, techniques and materials for teaching concepts, skills and attitudes.

D. Major trends in elementary science teaching and significant issues arising from scientific discoveries/investigations.

Objectives

Students will demonstrate:

a. Comprehension of the major requirements in science education of N.Y.S. laws, regulations and recommendations relating to content, skills and attitudes by passing a written examination.

b. Application of appropriate methods to use in organizing a unit of study and daily lesson plans by constructing a unit and at least two daily lesson plans for the unit.

b. Comprehension of an elementary school course of study by formulating a sequence of study typical of programs currently used in N.Y.S.

c. Application of methods, materials and techniques by teaching, through peer and/or actual classroom teaching, at least one lesson.

d. Comprehension of past and present trends of elementary science programs by passing a written examination.

d. Comprehension of at least one current major issue arising from scientific work by writing a paper listing conflicting values involved and taking a position on the issue.

EDU 325
METHODS OF TEACHING ELEMENTARY SOCIAL STUDIES

Goals

Students will learn:

A. The major content generalizations, concepts, and skill goals of elementary social studies.

B. The principles of planning for social studies lessons and units of study.

C. The appropriate methods, techniques and instructional materials for teaching the social studies content, concepts and skills.

Objectives

Students will demonstrate:

a. Comprehension of the major content generalizations, concepts and skill goals on a written test.

a. Comprehension of past and present trends in elementary social studies programs on a written test.

b. Application of principles of planning by writing good social studies objectives.

b. Application of principles of planning by writing and carrying out a social studies lesson in an elementary school classroom.

b. Application of the principles of planning by writing a unit plan on a social studies topic including content generalizations, objectives, instructional materials and activities, and evaluation procedures.

c. Application of appropriate methods and techniques by developing activities using a variety of means such as: inquiry method, directed reading of textbook, questioning strategies, and values clarification techniques.

c. Synthesis of appropriate methods and techniques by developing activities based on the following types of materials: children's literature, newspapers and current events, community resources, maps and globes, charts and graphs.

c. Comprehension of appropriate materials by collecting a file of materials organized for effective use.

EDU 401
STUDENT TEACHING PRACTICUM (ELEMENTARY)

Goals

In teaching situations, students will apply their knowledge of:

A. Subject matter
B. Child and adolescent development
C. Planning skills (Attachments A and B)
D. Instructional skills (Attachment C)
E. Classroom management skills (Attachment D)
F. Instructional materials
G. Human relations skills and professionalism (Attachment E)

Objectives

Students will demonstrate:

a. Application of knowledge of subject matter by planning and teaching lessons which are accurate and appropriate to level.

b. Application of knowledge of child/adolescent development by planning and teaching lessons which are appropriate to the age and maturational levels of the students.

c. Application of lesson planning skills by writing a lesson plan for each lesson taught.

c. Synthesis of planning skills by developing and teaching at least one unit.

d. Application of instructional skills by incorporating them in their teaching.

e. Comprehension of classroom management skills by observing management routines and expectations of the Master Teacher and by reflecting on them in journal entries during the first weeks of school.

e. Application of classroom management skills by incorporating them in their teaching.

f. Application of knowledge and use of instructional materials by selecting and using a variety of appropriate materials in their teaching.

g. Application of human relations skills by interrelating and communicating effectively with students, parents and school personnel.

g. Application of human relations skills by conducting themselves in a professional manner.

a-g. Application of teaching skills by assuming responsibility for the equivalent of a full teaching load for a minimum of a two-week period.

a-g. Analysis of their teaching by examining the effectiveness of their teaching in weekly journal entries and by writing appropriate individual objectives effecting needed improvements for the next week.

a-g. Evaluation of their teaching by evaluating each lesson taught. All lesson plans and evaluations of plans are to be kept in a binder at the school.

ATTACHMENT A

Name________________________ Class/Grade/Subject______________

Unit________________________ Period/Time______ Date______

Formal Objective(s)

Materials

Set

Share Objective and Purpose

Input: Essential Info. (from Task Analysis)	Method or Strategy	Models or Examples	Monitor or Check for Understandin

Guided Practice

Closure

Independent Practice

ATTACHMENT B

MODEL ELEMENTARY UNIT PLAN

RESOURCE UNIT FOR GRADE THREE
(Adaptable for grades two or four)

THE SENECA INDIANS

Content summary: The Seneca Indians were the most western tribe of the Iroquois Nation of New York State. They lived in longhouses built of wood posts covered with bark. They ate food from the forests - meat, fowl, berries, nuts, and maple syrup as well as crops that they grew. Their three most common crops: corn, beans, and squash were called "The Three Sisters." Their clothing was made of deerskin. They believed that everything in nature had a spirit. They made strange looking masks to scare away evil spirits. They had rules about the ways that people should live and get along together.

I. GENERALIZATIONS

A. Communities change over time.
B. All people have basic needs and wants.
C. Life in a community is influenced by environmental and geographic factors.
D. People adapt to and/or change their environment.
E. Cultural groups transmit their societal values to succeeding generations.

II. PROCESS GOALS
The students will
A. get information from a variety of sources
B. form generalizations based on data
C. develop visual materials to clarify ideas
D. assume responsibility to carry out tasks

III. AFFECTIVE GOALS
The students will
A. evidence growing ability to accept cultural differences
B. evidence growing ability to act in the interest of others

On this page, make sketches of bulletin boards or other displays you will make in the classroom during the unit.

IV. INITIATING OR LAUNCHING ACTIVITIES

A. ______________________________

Goal:

Objectives:

Materials:

Procedure:
Set:

Activity:

Closure:

Evaluation:

V. DEVELOPMENTAL OR CONTINUING ACTIVITIES

Objective or question	Activity	Materials
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

VI. CULMINATING ACTIVITIES

A. ______________________________

Goal:

Objectives:

Materials:

Procedure:
Set:

Activity:

Closure:

Evaluation:

VII. EVALUATION

On this page show how you will evaluate progress during and after the unit. Give descriptions of tasks that will be assigned and samples of test items.

VIII. BIBLIOGRAPHY

A. Teacher background and resources

New York State Education Department. The Wisdom of the Senecas

Moore, Evelyn L. Rochester's Story. Rochester, New York: The Board of Education.

B. Books for students

Bleeker, Sonia, Indians of the Longhouse. New York: William Morrow and Company.

Estep, Irene, Iroquois. Chicago: Melmont Publishers, Inc.

Gates, Frieda, Easy to Make North American Crafts. New York: Harvey House Publishers.

Parish, Peggy. Let's Be Indians. New York: Harper and Row Publishers.

Parker, Arthur C. Skunny Wundy, Seneca Indian Tales. Chicago: Albert Whitman and Company.

Pine, Tillie S. The Indians Knew. New York: McGraw Hill Book Company.

C. Audio-visual materials

Filmstrip: The Iroquois, People of the Longhouse, Troll Associates.

Filmstrip: Woodland Indians, Jam Handy Organization.

Slides: "Sampler" and "Things Left on Earth for Our Use and Enjoyment" Ernest Smith

Pictures: Eye-Gate Teach-A-Chart, " Iroquois Chief Hiawatha," " Iroquois Women," "Indian Artifacts," "Iroquois Longhouse."

INSTRUCTIONAL SKILLS

TEACH TO AN OBJECTIVE

Formulate an appropriate objective
- What is the learning for the students? (content & level of thinking)
- How will they demonstrate that learning has occurred?

Share objective & purpose:
- what is to be learned
- why it is useful

Teacher actions:
- Provide information, directions
- Ask questions
- Design activities
- Respond to efforts of learners

RATE AND DEGREE

SET: process of mentally focusing
- link to past experience
- active participation
- relevant to new learning

CLOSURE: process of summary
- students summarize
- emphasis is on the learning
- observable response

ACTIVE PARTICIPATION: consistent involvement in thinking
- most of the students
- most of the time
- for the important learnings

SHARING OBJECTIVE & PURPOSE:
- What is to be learned?
- Why is it useful?

SELECT OBJECTIVE AT AN APPROPRIATE LEVEL OF DIFFICULTY

Select a topic

Do a task analysis:
- Select an instructional objective
- Clarify meaning of the objective
- Brainstorm component skills
- Identify essential learnings for content and level of thinking of that objective
- Sequence essential learnings
- Phrase as diagnostic questions

RETENTION

MODELING: process of showing by demonstration, examples or simulation
- unambiguous model
- identify/label essentials

PRACTICE (guided or independent):
- how much?
- how often?
- how long?
- how well?

SEQUENCE:
- position

MEANING: process of personalizing
- about me, relevant to me, similar to me
- link to experiences
- relationships
- patterns
- purpose, value

MONITOR STUDENTS' LEARNING AND ADJUST THE TEACHING

Check to see if students are learning:
- Elicit observable responses
- Interpret
- Respond

MOTIVATION

FEELING TONE: positive atmosphere
- pleasant, polite
- dignity
- respect
- discipline
- sense of humor

KNOWLEDGE OF RESULTS: feedback
- immediate
- specific
- relevant

ACCOUNTABILITY: degree of expectancy
- concern
- support

INTEREST:
- meaning
- vivid/novel

SUCCESS: feelings of achievement
- growth
- accomplishment

ATTACHMENT C

ATTACHMENT D

CLASSROOM MANAGEMENT SKILLS

1. BE PREVENTATIVE

Show Interest
Please Be Polite
Anticipate Problems
Be on the Alert

2. RESPOND TO INAPPROPRIATE BEHAVIOUR
Observe - Interpret - Respond

3. USE THE PRINCIPLES OF DISCIPLINE

- o Problem Solving (No Moral Judgement)
- o Restore Social Order
- o Relationship to the Misbehaviour
- o Withdraw for Provocation not the Student
- o Deals with Present
- o Friendly Tone
- o Situational

a. ATTENTION SEEKING BEHAVIOUR

Low Key Responses

Eye Contact
Proximity
Gestures
Facial Expressions
Minimal Verbal
Private Dialogue
Problem vs. Student
Ignore
Allies First
Combination of...

b. PERSISTENT ATTENTION SEEKING BEHAVIOUR
Escalate and Match

Bump 1
Any of the nine Low Key Responses OR combination of

Bump 2 - Squaring Off
1. Pause or Stop
2. Turn body (square off)
3. Intensify Eye Contact
4. Use Minimal Verbal Response
5. Complete with a "Thank you".

Bump 3 - Choices
1. Stop Teaching
2. Square Off
3. Intensify Eye Contact
4. Give an Either/Or Statement
5. Ask for Student Response
6. Listen and Watch for Student's Answer
7. Complete with a "Thank You".

Bump 4 - Implied Choice
1. Act

Bump 5 - Informal Contracts
Does the teacher set a time to meet with the student when the problem can be discussed without emotion?

1. Greeting Statement — Feeling Tone

2. Define the Problem
3. Generate Solutions
4. Evaluate the Solutions
5. Agree upon a Solution(s)
6. Closure:
   o summary by student
   o identify who, does what, by when

— Accountability

7. Complete the interaction with a "Thank you".
8. Show interest:
   o Talk about something other than the emotio

— Feeling Tone

c. POWER SEEKING BEHAVIOUR
Defuse Through the Use of:

Low Level Ignore

Humour or Irrelevant Maneuver

Bump 6
Language of Attribution
1. Pause or Stop
2. Square Off
3. Intensify Eye-Contact
4. Take 2-3 Deep Breaths
5. Deal with Allies First (Bump 3 or 4)
6. Shift Responsibility
7. Pause
8. Allow Student to Save Face
9. Complete the interaction with a "Thank You".

Bump 7
No Choice
Ask the Student to Leave

Escalate Bump 3
Hard Choice

Bump 7
No Choice
Ask the Student to Leave

ATTACHMENT E

ROLES AND RESPONSIBILITIES OF THE STUDENT TEACHER

1. To understand the roles and responsibilities of the Student Teacher, Master Teacher and College Supervisor and to assume all responsibilities of the Student Teacher.

2. To take full advantage of opportunities offered during the student teaching experience and to complete all responsibilities and requirements of student teaching in a prompt, careful and deliberate manner.

3. To participate in all student teaching seminars scheduled by the College Supervisor and all conferences, faculty meetings, school and district activities, e.g., open house, in-service workshops, superintendent's days, etc., scheduled by the Master Teacher.

4. To become involved in the classroom to the greatest extent possible, including assuming responsibility for the equivalent of a full teaching load for a minimum of a two-week period.

5. To be self-directed and assume responsibility for one's own learning by establishing appropriate individual goals and objectives and by taking the initiative in seeking help from the Master Teacher and the College Supervisor.

6. To participate in problem-solving sessions; to accept and utilize constructive feedback offered by the Master Teacher, College Teacher and peers (during student teaching seminars) for personal and professional growth.

7. To communicate promptly concerns to the Master Teacher and the College Supervisor.

8. To demonstrate professionalism by exemplifying the characteristics of honesty, integrity, good physical and mental health, and devotion to high morals; by maintaining standards of behavior which reflect the philosophy and goals of Roberts Wesleyan College; by judiciously protecting information of a confidential nature; by being supportive of pupils, Master Teacher, school, fellow student teachers and the College; by keeping the same hours as the Master Teacher, including following the school rather than the college calendar; by reporting promptly any illness or absence to the Master Teacher and the College Supervisor; by dressing appropriately for the experience, etc.

9. To devote full attention to student teaching. It is strongly recommended that Student Teachers have no other obligations, such as jobs or courses that infringe on time and effort that belong to student teaching. Students are not permitted to work unless they have the formal approval of the Division of Teacher Education and/or Fine Arts.

11/87

COMPETENCIES
FOR THE
MUSIC EDUCATION PROGRAM

In accordance with the 1972 Regents Plan for the Development of Post Secondary Education, our music education program has been converted to the competency-based format described in the attached document. This CBTE program represents several years of work by a Consortium comprised of the Roberts Wesleyan music faculty and some twelve music educators from public schools in the area.

This CBTE program will officially begin with the entering class of 1981, who will complete their program in May of 1985.

Students and faculty must constantly bear in mind that these competencies are minimal entry-level skills for the music teacher. It is expected that the knowledges and skills of our graduates will greatly exceed these minimum requirements in the vast majority of cases.

NOTE TO STUDENTS: This booklet is your personal handbook of all competencies required during your four years at Roberts Wesleyan College. It contains a checklist to be initialed by the appropriate faculty members as competencies are passed. Although a similar checklist of your progress will be kept in the music office, to reduce the possibility of record keeping errors, it is extremely important that you keep this booklet in a safe place.

CONCEPTUALIZATION OF THE COMPETENT TEACHER

Phase I: Personal qualities

A music educator is a professional in two senses. First, he or she is an educator, with the creativity, intellectual breadth, leadership, and organizational ability necessary for such a responsible position. Secondly, he/she must be a musician who exhibits not only a depth of practical performance skills, but a breadth of musicianship that enables him/her to teach music to all students in the public schools.

As a professional in this dual sense, the Roberts Wesleyan graduate must be a mature and responsible person. He/she must give evidence of having respect for students and colleagues. He/she should be independent, yet able to cooperate with others. Such a person will also be self-confident, display a sense of humor and a positive attitude that encourages students to enjoy music and to succeed. His/her appearance should be appropriate to his/her role as a teacher.

Phase II: Knowledge

A music educator is a teacher of musical concepts; he/she must be able to indicate fundamental principles common to music of all historical styles and periods. Therefore, he/she must possess basic knowledge about the history of Western art music, and should have some familiarity with popular musical styles, and the musics of other cultures. Knowledge of appropriate sources of information about music is also desirable.

To teach conceptually, music educators must understand the melodic, harmonic, and formal structure of music.

To be strong members of the profession, prospective music educators must be able to articulate their philosophy of music education. Not being experts in every subspecialty of music teaching, they must possess the bibliographic skills necessary to find information efficiently. As prospective teachers, an orientation to the structures and practices of public school music is also essential.

Phase III: Musical skills

Music educators must be able to read music fluently enough to sing simple pieces at sight, and to correct errors in rehearsal situations. To insure competent musicianship, solo performance ability is desired, as well as functional piano skills and basic knowledge of the voice and orchestral instruments. Calligraphic and arranging skills are also mandatory.

Phase IV: Teaching skills

All of the preceding attitudes, knowledges and skills are merely prerequisites to the art of music teaching. Each prospective teacher must demonstrate his/her competence to teach students effectively. Evidence of appropriate planning of instruction for the teaching of musical concepts, and successful implementation of these plans in the classroom must be given.

The competent RWC graduate will evidence progress toward the New York State Board of Regents' "Ten Goals Statements" (1974). As a discipline, music education is most closely related to Regents Goals 3, 6, and 8:

- ability to maintain ones mental, physical, and emotional health
- knowledge of the humanities, social sciences, and natural sciences at a level required to participate in an ever more complex world
- knowledge and appreciation of our culture and capability for creativity, recreation, and self-renewal

COMPETENCY CHECKLIST

		PHASE	PAGE	DATE APPROVED	FACULTY INITIALS
SOPH. YEAR	1. Personal qualities	I			
	2. Music Reading	III			
JR. YEAR	3. Personal qualities	I			
	4. Music literature	II			
	5. Philosophy of Music Education	II			
	6. Interview (simulation)	II			
	7. Observation	II			
	*8. Minor performance areas	III			
	8.1 Strings	III			
	8.2 Percussion	III			
	8.3 Brass	III			
	8.4 Woodwinds	III			
	8.5 Guitar	III			
	8.6 Voice	III			
	9. Piano	III			
SR. YEAR	10. Education	II			
	11. Personal qualities	I			
	12. Ethnic/popular music	II			
	13. Program notes	II			
	14. Analysis	II			
	15. Orchestration	II			
	16. Teaching materials card file	II			
	17. Major performance area (applied level)	III			
	18. Lesson plans	IV			
	19. Conceptual approach project	IV			
	20. Viceotape of student teaching	IV			

* In minor performance areas, required competencies are as follows: Vocal emphasis majors, 8.5 & 8.6. Instrumental emphasis (brass, woodwind, or percussion majors), 8.2, 8.3, & 8.4. Instrumental emphasis (string majors) 8.1, plus any two others.

COMPETENCY NUMBER 1.0, 3.0, 11.0 PHASE I

COURSE Entire Curriculum

INSTRUCTIONAL PROCEDURES

EVALUATION Soph. year EVALUATION BY Entire music faculty

CONCEPTUALIZATION STATEMENT

He or she is an educator, with the creativity, intellectual breadth, leadership and organizational ability necessary for such a responsible position. . . . The Roberts Wesleyan graduate must be a mature and responsible person. He/she must give evidence of having respect for students and colleagues. He/she should be independent, yet able to cooperate with others. Such a person will also be self-confident, display a sense of humor and a positive attitude that encourages students to enjoy music and to succeed. His/her appearance should be appropriate to his/her role as a teacher.

COMPETENCIES

		POOR				EXCELLENT
1.	SELF-CONFIDENCE	1	2	3	4	5
2.	INDEPENDENCE	1	2	3	4	5
3.	CREATIVITY	1	2	3	4	5
4.	APPEARANCE	1	2	3	4	5
5.	RESPONSIBILITY	1	2	3	4	5
6.	COOPERATION	1	2	3	4	5
7.	RESPECT FOR OTHERS	1	2	3	4	5
8.	LEADERSHIP	1	2	3	4	5
9.	ORGANIZATIONAL ABILITY	1	2	3	4	5
10.	INTELLECTUAL BREADTH	1	2	3	4	5
11.	MUSICAL BREADTH	1	2	3	4	5
12.	DISPOSITION	1	2	3	4	5
13.	MATURITY	1	2	3	4	5

14. OVERALL RATING (This is not necessarily an average or composite of the categories above, but reflects your general perception of this student as a prospective music educator. To what degree do you recommend him/her to pursue music education as a career?)

_____ NOT RECOMMENDED
_____ RECOMMENDED WITHOUT ENTHUSIASM
_____ RECOMMENDED
_____ STRONGLY RECOMMENDED
_____ ENTHUSIASTICALLY RECOMMENDED

CONDITIONS

Students will be evaluated in relation to formal and informal class and performance situations, study and practice habits, attendance, punctuality, conscientiousness, enthusiasm, peer relationship, etc.

EVALUATIVE CRITERIA

These qualitative judgments do not have specific numerical minimums. They serve as a basis for faculty discussion of the student's potential as a music educator. The composite results (but not an individual faculty member's rating) will be shared with the student as a guidance tool.

COMPETENCY NUMBER 2.1 PHASE III

COURSE Sightsinging 105, 106, 107

INSTRUCTIONAL PROCEDURES Sight-singing drill

EVALUATION Soph. year EVALUATION BY Two faculty members

CONCEPTUALIZATION STATEMENT

"Music educators must be able to read music fluently enough to sing simple pieces at sight."

COMPETENCY

The student will perform, on sight, the rhythm of a melody of the difficulty of those found in unit 8 of Sightsinging Complete (4th ed.) by Bruce Benward.

CONDITIONS

The student will recite the rhythm using a neutral syllable, or any system of rhythm syllables. He/she may tap the beat and/or conduct if he/she desires. Several seconds to study the example will be permitted.

EVALUATIVE CRITERIA

Correct performance. Minor errors may be admissible, provided the meter remains secure.

* The examples chosen for competencies 2.1, 2.2, and 2.3 may be in treble or bass clef, in any major or minor key, and will be in an uncomplicated simple or compound meter. It will not include changing meter, modulation, modal tonality, or tenor and alto clefs. Implied harmonies will consist primarily of I, IV, and V_7 chords.

COMPETENCY NUMBER 2.2 PHASE III

COURSE Sightsinging 105, 106, 107

INSTRUCTIONAL PROCEDURES Sight-singing drill

EVALUATION Soph. year EVALUATION BY Two faculty members

CONCEPTUALIZATION STATEMENT

"Music educators must be able to read music fluently enough to sing simple pieces at sight."

COMPETENCY

The student will perform, on sight, the melody only (with or without rhythm) of a melody of the difficulty of those found in unit 7 of *Sightsinging Complete* (4th ed.) by Bruce Benward.

CONDITIONS

The student may select the starting pitch, or may ask the judges to provide an appropriate tonic pitch. He/she may sing on a neutral syllable, or use a system of numbers or solfege syllables.

EVALUATIVE CRITERIA

Correct performance. The student will maintain the tonality of the example, even if minor errors are made.

COMPETENCY NUMBER 2.3 PHASE III

COURSE Sightsinging 105, 106, 107

INSTRUCTIONAL PROCEDURES Sight-singing drill

EVALUATION Soph. year EVALUATION BY Two faculty members

CONCEPTUALIZATION STATEMENT

"Music educators must be able to read music fluently enough to sing simple pieces at sight."

COMPETENCY

The student will perform, on sight, both rhythm and melody of a melody of the difficulty of those found in unit 7 of Sightsinging Complete (4th ed.) by Bruce Benward.

CONDITIONS

As in the previous examples, a neutral syllable or a system of counting or solfege may be employed if the student wishes. He/she will establish the tempo, but may elect to have the judges provide a tonic pitch.

EVALUATIVE CRITERIA

Correct performance. Minor errors may be admissible, provided the meter and tonality remain secure.

COMPETENCY NUMBER 2.4 PHASE III

COURSE Sightsinging 105, 106, 107

INSTRUCTIONAL PROCEDURES Sight-singing drill

EVALUATION Soph. year EVALUATION BY Two faculty members

CONCEPTUALIZATION STATEMENT

"Music educators must be able to read music fluently enough to sing simple pieces at sight."

COMPETENCY

While a four-part hymn or chorale* is played at the piano, the student will perform one of the parts other than the soprano.

CONDITIONS

The judges will select the part to be performed, and will provide the first chord of the example. If a text is included in the example, it need not be sung; either a neutral syllable or solfege may be used.

EVALUATIVE CRITERIA

Correct performance. Minor errors may be admissible, provided the meter and tonality remain secure.

* This melody may be in treble or bass clef, in any major or minor key, and will be in an uncomplicated simple or compound meter. It may include modulation to a closely related key, and several altered chords.

COMPETENCY NUMBER 2.5 PHASE III

COURSE Sightsinging 105, 106 and Theory 101, 200

INSTRUCTIONAL PROCEDURES Dictation, Sight-singing and error-detection drill

EVALUATION Soph. year EVALUATION BY Instructor (to specific criteria)

CONCEPTUALIZATION STATEMENT

"Music educators must be able to read music fluently enough . . . to correct errors in rehearsal situations."

COMPETENCY

Given a copy of a melody (of the same degree of difficulty as the examples in competency 2.1 - 2.3), the student will identify melodic and rhythmic errors present in a performance of this melody.

CONDITIONS

The melody may be performed live, or recorded on tape.

EVALUATIVE CRITERIA

80% accuracy required.

COMPETENCY NUMBER 2.6 PHASE III

COURSE Sightsinging 105, 107 and Theory 101-200

INSTRUCTIONAL PROCEDURES Dictation, Sight-singing and error-detection drill

EVALUATION Soph. year EVALUATION BY Instructor (to specific criteria)

CONCEPTUALIZATION STATEMENT

"Music educators must be able to read music fluently enough . . . to correct errors in rehearsal situations."

COMPETENCY

Given a copy of a four-part hymn tune or chorale (of the same degree of difficulty as the example in competency 2.4), the student will identify melodic and rhythmic errors present in a performance of this melody.

CONDITIONS

The example may be performed live, or recorded on tape.

EVALUATIVE CRITERIA

80% accuracy required.

COMPETENCY NUMBER 4.1 PHASE II

COURSE Music History 203, 304, 305

INSTRUCTIONAL PROCEDURES Readings, lectures, class discussions

EVALUATION Junior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"A music educator . . . must possess basic knowledge about the history of Western art music."

COMPETENCY

The student will demonstrate a knowledge of the Western art music tradition by listing the six major periods, giving approximate dates of these periods, and naming important composers of each period. (See Music History outline below.)

CONDITIONS

Written or oral examination.

EVALUATIVE CRITERIA

Mastery of the information contained in the Music History Outline.

MUSIC HISTORY OUTLINE (6 periods, 20 composers)

I. Renaissance: Josquin, Palestrina

II. Baroque: Monteverdi, Bach, Handel

III. Classical: Haydn, Mozart

"Transition": Beethoven, Schubert

IV. Romantic (early): Chopin, Schumann

Romantic (late): Wagner, Brahms, Verdi, Strauss

V. Impressionism: Debussy, Ravel

VI. Twentieth Century: Stravinsky, Bartok, Ives

MUSIC HISTORY OUTLINE

I. Renaissance

- Josquin
- Palestrina

II. Baroque

- Monteverdi
- Bach
- Handel

III. Classical

- Haydn
- Mozart

"Transition"

- Beethoven
- Schubert

IV. Romantic (early)

- Chopin
- Schumann

Romantic (late)

- Wagner
- Brahms
- Verdi
- Strauss

V. Impressionism

- Debussy
- Ravel

VI. 20th Century

- Stravinsky
- Bartok
- Ives

COMPETENCY NUMBER 4.2 PHASE II

COURSE Music History 203, 304, 305

INSTRUCTIONAL PROCEDURES Readings, lectures, class discussions

EVALUATION Junior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"A music educator . . . must possess basic knowledge about the history of Western art music."

COMPETENCY

Given the name of a prominent composer in the Western music tradition,* the student names the period in which he lived, briefly identifies forms and media with which he worked, and gives titles of significant compositions. He describes any distinctive contributions or innovations of the composer.

CONDITIONS

Written or oral examination.

EVALUATIVE CRITERIA

An understanding of the historical context in which the composers lived and a grasp of the salient characteristics of their music.

Note: The focus of competencies 4.2 through 4.6 is on specifically musical information. It is expected however, that the student will be able to allude to important information about the non-musical cultural context of these composers and their music. It is also expected that students will compare and contrast significant aspects of the various periods, styles, and composers.

* See Music History Outline (next page)

COMPETENCY NUMBER 4.3 PHASE II

COURSE Music History 203, 304, 305

INSTRUCTIONAL PROCEDURES Readings, lectures, class discussions

EVALUATION Junior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"A music educator is a teacher of musical concepts; He/she must be able to indicate fundamental principles common to music of all historical styles and periods."

COMPETENCY

Presented with a musical performance, the student will list stylistic characteristics present. He will name the most likely period, style, and probable composer.

CONDITIONS

Written or oral examination. This example may be performed live, or recorded on disc or tape.

EVALUATIVE CRITERIA

The ability to perceive a variety of style characteristics, and to make appropriate comments about the obvious expressive characteristics of the music.

COMPETENCY NUMBER 4.4 PHASE II

COURSE Music History 206, 304, 305

INSTRUCTIONAL PROCEDURES Readings, lectures, class discussions

EVALUATION Junior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"A music educator is a teacher of musical concepts; He/she must be able to indicate fundamental principles common to music of all historical styles and periods."

COMPETENCY

Presented with a printed score, the student will list stylistic characteristics present. He will name the most likely period, style, and probable composer.

CONDITIONS

Written or oral examination. The student will be given several minutes to study the score before giving his response.

EVALUATIVE CRITERIA

The ability to perceive and discuss obvious musical structures present in the score.

COMPETENCY NUMBER 4.5 PHASE II

COURSE Music History 206, 304, 305

INSTRUCTIONAL PROCEDURES Readings, lectures, class discussions

EVALUATION Junior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"A music educator . . . must possess basic knowledge about the history of Western art music . . . Knowledge of appropriate sources of information about music is also desirable."

COMPETENCY

Given an example of typical current teaching materials for public school music, the student will discuss problems of authentic performance from a historical perspective. He/she will also suggest bibliographic sources appropriate for gathering information that will guide his/her interpretation of the work, as well as program-note information.

CONDITIONS

Written or oral examination. The student will be given several minutes to study the score before giving his response.

EVALUATIVE CRITERIA

The ability to perceive and discuss obvious features of the music, and to indicate appropriate problems and source material.

COMPETENCY NUMBER 4.6 PHASE II

COURSE Music History 206, 304, 305

INSTRUCTIONAL PROCEDURES Reading, lectures, class discussions

EVALUATION Junior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"A music educator is a teacher of musical concepts; He/she must be able to indicate fundamental principles common to music of all historical styles and periods."

COMPETENCY

The student will discuss the contributions of two prominent twentieth century American composers whose names do not appear on the music history outline.

CONDITIONS

Written or oral examination.

EVALUATIVE CRITERIA

Stylistic hallmarks, distinctive innovations, titles of works, and other pertinent information are to be mentioned. Evidence of familiarity with the composers' music will be expected.

COMPETENCY NUMBER 5.0 PHASE II

COURSE School Music Methods 308

INSTRUCTIONAL PROCEDURES Readings, lectures, class discussions

EVALUATION Junior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"To be strong members of the profession, prospective music educators must be able to articulate their philosophy of music education."

COMPETENCY

The student will present a statement of his/her philosophy of music education.

CONDITIONS

Personal reasons for pursuing a career in music education will be given, but the statement must also reflect a grasp of the various philosophically-oriented readings from the music education literature. Although many extrinsic (non-musical) justifications are important and may be included, the most important rationales should be intrinsic and aesthetic in nature.

EVALUATIVE CRITERIA

Writing style as well as content will be evaluated. It is expected that several drafts of the philosophy will be necessary in most cases.

COMPETENCY NUMBER 6.1 PHASE II

COURSE School Music Methods 308

INSTRUCTIONAL PROCEDURES Readings, lectures, class discussions, observation

EVALUATION Junior Year EVALUATION BY Two faculty members

CONCEPTUALIZATION STATEMENT

"To be strong members of the profession, prospective music educators must be able to articulate their philosophy of music education."

COMPETENCY

The prospective teacher will clearly communicate his/her philosophy of music education.

CONDITIONS

In a simulated job interview with at least two college music faculty members, the differences between extrinsic (non-musical) and intrinsic (aesthetic) rationales for the inclusion of music in the school curriculum must be explained. The student should justify music in the schools primarily on the basis of intrinsic values. Reference should be made to the "Ten Goals Statements" (1974) of the New York State Board of Regents.

EVALUATIVE CRITERIA

Students will be evaluated not only on their answers to questions, but on appearance, poise, and the ability to express personal attitudes and convictions cogently and convincingly.

COMPETENCY NUMBER 6.2 PHASE II

COURSE School Music Methods 308

INSTRUCTIONAL PROCEDURES Readings, lectures, class discussions, observation

EVALUATION Junior Year EVALUATION BY Two faculty members

CONCEPTUALIZATION STATEMENT

"An orientation to the structures and practices of public school music is . . . essential."

COMPETENCY

The prospective teacher will demonstrate his/her understanding of current structures and practices in music education.

CONDITIONS

In a simulated job interview with at least two college music faculty members, the student will briefly describe the objectives of music education at various grade levels, and explain how tje content of his/her sub-specialty (general music, instrumental or choral performing groups, etc.) contributes to these general objectives.

EVALUATIVE CRITERIA

Students will be evaluated not only on their answers to questions, but on appearance, poise, and the ability to express personal attitudes and convictions cogently and convincingly.

COMPETENCY NUMBER 6.3 PHASE II

COURSE School Music Methods 308

INSTRUCTIONAL PROCEDURES Readings, lectures, class discussions, observation

EVALUATION Junior Year EVALUATION BY Two faculty members

CONCEPTUALIZATION STATEMENT

"An orientation to the structures and practices of public school music is . . . essential."

COMPETENCY

The prospective teacher will evidence an understanding of the role of teachers, and the developmental process necessary to become a successful teacher.

CONDITIONS

In a simulated job interview with at least two college music faculty members, the student will describe appropriate attitudes and competencies for music educators. Basic facts regarding procedures for provisional and permanent certification, and an understanding of professional organizations such as NYSSMA and MENC should be incorporated into the student's answers.

EVALUATIVE CRITERIA

Students will be evaluated not only on their answers to questions, but on appearance, poise, and the ability to express personal attitudes and convictionscogently and convincingly.

COMPETENCY NUMBER 6.4 PHASE II

COURSE School Music Methods 308

INSTRUCTIONAL PROCEDURES Readings, lectures, class discussions, observation

EVALUATION Junior Year EVALUATION BY Two faculty members

CONCEPTUALIZATION STATEMENT

"An orientation to the structures and practices of public school music is . . . essential."

COMPETENCY

The student will demonstrate his/her familiarity with several current trends in his/her sub-specialty of music education.

CONDITIONS

A simulated job interview with at least two college music faculty members.

EVALUATIVE CRITERIA

Students will be evaluated not only on their answers to questions, but on appearance, poise, and the ability to express personal attitudes and convictions cogently and convincingly.

COMPETENCY NUMBERS 7.1-7.5 *PHASE* II

COURSE Education 202, 302, 308, 316, 315

INSTRUCTIONAL PROCEDURES Observation of Public School Classes

EVALUATION Soph., Junior & Senior Years *EVALUATION BY* Instructor (to specific criteria)

CONCEPTUALIZATION STATEMENT

"An orientation to the structures and practices of public school music is essential."

COMPETENCY

The student will observe public school classes during the sophomore, junior, and senior year.

CONDITIONS

Observation is an integral part of education 202, 302, 308, 316, (or 315)

EVALUATIVE CRITERIA

7.1	Education 202	Foundations of Education
7.2	Education 308	School Music Methods - Several observations, as arranged by instructor
7.3	Education 302	Principles of Secondary Education - 25-30 hrs. per semester
7.4	Education 316	Vocal Methods - Observation and participation as arranged by instructor
7.5	Education 315	Instrumental Methods - observation and participation as arranged by instructor

COMPETENCY NUMBER 8.1 PHASE III

COURSE String Methods 206

INSTRUCTIONAL PROCEDURES Heterogeneous class instruction

EVALUATION Junior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"To insure competent musicianship . . . basic knowledge of . . . orchestral instruments [is desired]."

COMPETENCY *

Violin:
1. Major scales, one octave, no slurs, quarter = 60: G, D, A, C, F, B^b
2. A prepared solo or etude of the difficulty of NYSSMA Level II
3. Sight-reading of the difficulty of NYSSMA Level I

Viola:
1. Major scales as above: C, G, D, F, B^b, E^b
2. A prepared solo or etude of the difficulty of NYSSMA Level II
3. Sight-reading of the difficulty of NYSSMA Level I

Cello:
1. Major scales as above: C, G, D, F, B^b, E^b
2. A prepared solo or etude of the difficulty of NYSSMA Level II
3. Sight-reading of the difficulty of NYSSMA Level I

Bass:
1. Major scales as above: E, A, F, B^b, G, C, D
2. A prepared solo or etude of the difficulty of NYSSMA Level II
3. Sight-reading of the difficulty of NYSSMA Level I

CONDITIONS

Private audition with instructor.

EVALUATIVE CRITERIA

The instructor will judge the student's performance according to evidence of thorough preparation, proper playing position, and acceptable tone and intonation.

* String instrument majors are required to demonstrate competency on all four instruments. Competency in strings is optional for voice, keyboard, and band instrument majors.

COMPETENCY NUMBER 8.2 PHASE III

COURSE Percussion Methods 209

INSTRUCTIONAL PROCEDURES Class instruction

EVALUATION Junior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"To insure competent musicianship . . . basic knowledge of . . . orchestral instruments [is desired]."

COMPETENCY *

1. Snare Drum Rudiments - Single Strokes
   - Long Roll (concert-rudimentary)
   - Flam
   - Flam tap
   - Flam accent
   - Flamacue
   - Five Stroke Roll (concert-rudimentary)
   - Seven Stroke Roll (concert-rudimentary)
   - Nine Stroke Roll (concert-rudimentary)
   - Ten Stroke Roll (concert-rudimentary)
   - Eleven Stroke Roll (concert-rudimentary)
   - Single drag
   - Double drag
   - Single ratamacue
   - Double ratamacue
   - Triple ratamacue
   - Ruff
   - Single paradiddle
   - Double paradiddle
   - Triple paradiddle
2. Students will perform a snare drum solo of the difficulty of NYSSMA Level III.
3. Students will identify the sizes of timpani, the correct range for the various sizes, tune the instruments, demonstrate proper grip, proper dampening procedures, cross-over and roll. Timpani music of the difficulty of NYSSMA Level II will be demonstrated.
4. In addition, students should have a playing ability on the Marimba, Glockenspiel, Chimes. Simple melodies and scales up to 4^b, $4^\#$ will be demonstrated.
5. Students will demonstrate the proper use of the following: Triangle, Tambourine, Bass Drum, Castonets, Cymbals, Wood Blocks, Tamtam, Maracas, Claves and Bongos.

CONDITIONS

Private audition with instructor.

EVALUATIVE CRITERIA

The instructor will judge the student's performance according to evidence of thorough preparation, ability to read rhythms correctly, and proper playing position.

* Required of all brass, woodwind, and percussion majors; optional for all others.

COMPETENCY NUMBER 8.3 PHASE III

COURSE Brass Methods 207

INSTRUCTIONAL PROCEDURES Heterogeneous class instruction

EVALUATION Junior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"To insure competent musicianship . . . basic knowledge of . . . orchestral instruments [is desired]."

COMPETENCY *

The following will be performed on trumpet, trombone, french horn, and tuba:

1. B^b Chromatic scale (one octave, at quarter = 60).
2. Scales (one octave, at quarter = 60): C, G, B^b, A^b, A, and B Major.
3. A prepared solo or etude of the difficulty of NYSSMA Level II.
4. Sight-reading of the difficulty of NYSSMA Level I.

CONDITIONS

Private audition with instructor.

EVALUATIVE CRITERIA

The instructor will judge the student's performance according to the evidence of thorough preparation, proper playing position and embouchure, and acceptable tone and intonation.

* Required of all brass, woodwind, and percussion majors; optional for all others.

COMPETENCY NUMBER 8.4 PHASE III

COURSE Woodwind methods 208

INSTRUCTIONAL PROCEDURES Heterogeneous class instruction

EVALUATION Junior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"To insure competent musicianship . . . basic knowledge of . . . orchestral instruments [is desired]."

COMPETENCY *

Flute
1. Chromatic scale, $c^1 - c^3$, at quarter = 60.
2. Scales (2 octaves, at quarter = 60): C and D Major.
3. Scales (1 octave, at quarter = 60): B^b, A, G, F, E^b, and A^b Major.
4. A prepared solo or etude of the difficulty of NYSSMA Level II.
5. Sight-reading of the difficulty of NYSSMA Level I.

Clarinet
1. Chromatic scale, $e - g^2$, at quarter = 60.
2. Major scales (2 octaves, at quarter = 60): C, F, and G Major.
3. Major scales (1 octave, at quarter = 60): E, A, E^b, and D Major.
4. A prepared solo or etude of the difficulty of NYSSMA Level II.
5. Sight-reading of the difficulty of NYSSMA Level I.

In addition, two of the following sets of competencies must be demonstrated:

Oboe
1. Chromatic scale, $c^1 - c^3$.
2. Major scale (2 octaves): C Major.
3. Major scales (1 octave): C, F, G, B^b, D and E^b Major.
4. A prepared solo or etude of the difficulty of NYSSMA Level I.

Bassoon
1. Chromatic scale, $BB^b - f^1$.
2. Major scales (2 octaves): C, and F Major.
3. Major scales (1 octave): G, B^b, D, and E^b Major.
4. A prepared solo or etude of the difficulty of NYSSMA Level I.

Saxophone
1. Chromatic scale, $C^1 - C^3$.
2. Major scale (2 octaves): C Major.
3. Major scales (1 octave): D, G, F, C, A, B^b and E^b Major.
4. A prepared solo or etude of the difficulty of NYSSMA Level I.

CONDITIONS

Private audition with instructor.

EVALUATIVE CRITERIA

The instructor will judge the student's performance according to the evidence of thorough preparation, proper playing position and embouchure, and acceptable tone and intonation.

---

* Required of all brass, woodwind, and percussion majors; optional for all others.

COMPETENCY NUMBER 8.5 PHASE III

COURSE Guitar class 215

INSTRUCTIONAL PROCEDURES Class instruction

EVALUATION Junior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"A music educator . . . must be a musician who exhibits . . . a breadth of musicianship that enables him/her to teach music to all students in the public schools."

COMPETENCY *

1. Given the pitch e^1, the student will demonstrate the ability to tune the guitar properly.
2. The student will demonstrate a proper playing position, and will describe alternative ways of holding the instrument.
3. The following chords will be demonstrated: D, A^7, G, A, E, E^7, C, D^7, Em, and Am.
4. The student will chord several simple songs, while singing the melody. These songs will be chosen from the following keys: D, G, A, and E major, and e minor. At least three of the following strumming and picking patterns will be used: (For a full description of these strums, see Guitar Songbook, by Beverly McKeown, Houghton Mifflin, 1975, p. 30-31).

Thumb-strum
Thumb-down (or) Thumb-down-down
Thumb-pluck (or) Thumb-pluck-pluck
Thumb-down-up (or) Thumb-down-up, down-up
TIMRTIMR (or) TIMRMI

CONDITIONS

Private audition with instructor.

EVALUATIVE CRITERIA

The instructor will judge the student's performance according to evidence of thorough preparation, proper playing position, acceptable tone, and fluency of chord changes.

---

* Required of all vocal emphasis majors; optional for all others.

COMPETENCY NUMBER 8.61 PHASE III

COURSE Applied voice

INSTRUCTIONAL PROCEDURES Private instruction

EVALUATION Junior Year EVALUATION BY Faculty jury

CONCEPTUALIZATION STATEMENT

"To insure competent musicianship . . . basic knowledge of the voice [is desired]."

COMPETENCY *

The student will demonstrate the ability to determine a tonal center both visually and aurally.

CONDITIONS

For keyboard majors, this competency will be tested in a voice jury in conjunction with Level IV.

For voice majors, this competency will be tested in a voice jury in conjunction with Level VI.

EVALUATIVE CRITERIA

At any given time, the student will either name the key or sing the tonal center pitch of the passage being performed.

* Required of all vocal emphasis majors.

COMPETENCY NUMBER 8.62 PHASE III

COURSE Applied voice

INSTRUCTIONAL PROCEDURES Private instruction

EVALUATION Junior year EVALUATION BY Private teacher

CONCEPTUALIZATION STATEMENT

"To insure competent musicianship . . . basic knowledge of the voice [is desired]."

COMPETENCY *

The student will demonstrate an ability to perform rhythms contained in his/her solo performance and vocal ensemble literature.

CONDITIONS

Evaluated in voice lessons by the private teacher.

EVALUATIVE CRITERIA

The student will use the following three procedures:

a. analyze rhythms by drawing arrows above the notes to indicate beat placement.

b. indicate the beat with an up-and-down motion of the hand while speaking the rhythm of the music.

c. count the rhythm with the syllable system of his/her choice.

* Required of all vocal emphasis majors.

COMPETENCY NUMBER 8.63 PHASE III

COURSE Applied voice and Vocal Methods 316

INSTRUCTIONAL PROCEDURES Private instruction, master class, lectures, and discussions

EVALUATION Junior year EVALUATION BY Vocal Methods instructor

CONCEPTUALIZATION STATEMENT

"To insure competent musicianship . . . basic knowledge of the voice [is desired] ."

COMPETENCY *

The student will demonstrate an understanding of several methods of classifying into soprano, alto, tenor, and bass categories.

CONDITIONS

Written test or oral demonstration.

EVALUATIVE CRITERIA

Students answers will include several of the following methods: classification by (1) quality, (2) range, (3) registration, (4) optimal pitch for speech, and (5) anatomical observation.

* Required of all vocal emphasis majors.

COMPETENCY NUMBER 8.64 PHASE III

COURSE Applied voice

INSTRUCTIONAL PROCEDURES Private instruction

EVALUATION Junior year EVALUATION BY Faculty jury

CONCEPTUALIZATION STATEMENT

"To insure competent musicianship . . . basic knowledge of the voice [is desired] ."

COMPETENCY *

The student will demonstrate clear and projected speech.

CONDITIONS

Evaluation will be associated with the spoken introduction of songs and the reading of song texts (especially foreign language songs) in a voice jury. For keyboard majors this will be evaluated in conjunction with Level IV, and for voice majors, Level VI.

EVALUATIVE CRITERIA

Volume should be at a suitable level; resonance should be optimal, and there should be a proper belance between nasal, oro, and pharyngial resonance (proper focus).

* Required of all vocal emphasis majors.

PIANO PROFICIENCY REQUIREMENT

(revised May 1986)

(Piano Competencies for all Music Education Majors)

Performance Ability

a. Perform a piece of the difficulty at the middle of Robert Pace, *Music for Piano*. Book IV, *Anna Magdalena Bach Notebook*, *Little Preludes* by Bach, *Album for the Young* by Schumann, sonatinas, or a vocal or instrumental accompaniment of comparable difficulty.

b. Play *America*, *America the Beautiful*, and *The Star-Spangled Banner*.

2. Sightreading Ability

Sightread and transpose (up or down a major or minor second) a piece of the difficulty of an easier hymn or chordal school song accompaniment.

3. Functional Skill Ability

a. Play any major or minor scale, two octaves, hands separately.

b. Play the chord progression I, vi, IV, ii_6, I^6_4, V_7, I in any major or minor key.

c. Harmonize a school song melody with an interesting, appropriate bass. This should be prepared in advance but without help from the teacher.

d. Harmonize two melodies at an examination, one in major, the other in minor. Twenty minutes will be given to write in the chord choices, but the melodies may not be played. A more complex bass pattern than block chords must be used (waltz, Alberti, inversions, broken triads, etc.).

PIANO PROFICIENCY REQUIREMENT

(Piano Competencies for Bachelor of Arts Piano Majors)

1. Performance Ability

Perform a piece of the difficulty at the middle of Robert Pace, *Music for Piano*, Book IV, *Anna Magdalena Bach Notebook*, *Little Preludes* by Bach, *Album for the Young* by Schumann, or sonatinas.

2. Sightreading Ability

Sightread and transpose (up or down a major or minor second) a piece of the difficulty of the middle of Robert Pace, *Music for Piano*, Book III.

3. Functional Skill Ability

a. Play any major scale or arpeggio, two octaves, hands together.

b. Play chord inversions and the chord progression I, IV, V_7, I in any major or minor key.

c. Harmonize a melody with I, IV, V_7, and II_x or II_{x7} chords in any major or minor key, using a more complex bass pattern than block chords (waltz, Alberti, inversions, broken triads, etc.).

COMPETENCY NUMBER 12.0 PHASE II

COURSE Instrumental Methods 315, or Vocal Methods 316

INSTRUCTIONAL PROCEDURES Independent project

EVALUATION Senior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

A music educator "should have some familiarity with popular musical styles, and the musics of other cultures."

COMPETENCY

The student will give evidence of his/her familiarity with two aspects of instrumental music education.

CONDITIONS

This competency may be fulfilled by the presentation of a paper, an oral report, or an outline of a teaching unit for a middle school or junior high school class.

EVALUATIVE CRITERIA

The topic and presentation format must be approved in advance by a faculty member; the finished project will be evaluated by that faculty member.

COMPETENCY NUMBER 13.0 PHASE II

COURSE Music History and Theory sequences, and applied music

INSTRUCTIONAL PROCEDURES Entire curriculum

EVALUATION Senior Year EVALUATION BY Designated faculty member

CONCEPTUALIZATION STATEMENT

A music educator "must possess basic knowledge about the history of Western art music . . . Knowledge of appropriate sources of information about music is also desirable."

COMPETENCY

As an adjunct to the Senior Recital, each student majoring in music education will prepare program notes for the compositions performed.

CONDITIONS

The notes will be brief (not to exceed one single-spaced typewritten page). They may or may not be distributed at the recital.

EVALUATIVE CRITERIA

The notes must be approved by the designated faculty member (usually the student's applied instructor) at least one month prior to the recital, and will demonstrate the utilization of appropriate source material.

COMPETENCY NUMBER 14.1 PHASE II

COURSE Theory sequence

INSTRUCTIONAL PROCEDURES Readings, lectures, assignments

EVALUATION Sophomore Year EVALUATION BY Theory instructor

CONCEPTUALIZATION STATEMENT

"To teach conceptually, music educators must understand the melodic, harmonic, and formal structure of music."

COMPETENCY

Given a four-part chorale or hymn tune, the student will label the key(s), the functional harmony (using Roman numerals), and any non-harmonic tones included. The example may be in any major or minor key, may involve modulation to a closely-related key, and may include secondary dominant chords.

CONDITIONS

Written examination

EVALUATIVE CRITERIA

90% accuracy required.

COMPETENCY NUMBER 14.2 PHASE II

COURSE Theory sequence

INSTRUCTIONAL PROCEDURES Lectures, readings, discussions, assignments

EVALUATION Senior Year EVALUATION BY Theory 205 instructor

CONCEPTUALIZATION STATEMENT

"To teach conceptually, music educators must understand the melodic, harmonic, and formal structure of music."

COMPETENCY

Provided with three recorded pieces of music, the student will correctly identify the form. The examples will be in the following forms: sonata-allegro, rondo, theme and variations, or minuet and trio.

CONDITIONS

Aural examination; music will be on record or tape. Each exampl will be played twice.

EVALUATIVE CRITERIA

Two of the three examples must be correct.

COMPETENCY NUMBER 15.0 PHASE II

COURSE Orchestration and Choral Arranging

INSTRUCTIONAL PROCEDURES Lectures, readings, assignments

EVALUATION Senior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"To insure competent musicianship, . . . calligraphic and arranging skills are also mandatory."

COMPETENCY

The student will submit an arrangement scored for band, orchestra, or chorus. It will be at least 16 bars in length, and will be of a difficulty negotiable by a public school ensemble.

CONDITIONS

The music may be original, or may be an arrangement of an existing piece for piano.

EVALUATIVE CRITERIA

The manuscript will be evaluated by the instructor, with the primary criteria for acceptance being legible calligraphy and appropriateness for a student ensemble.

COMPETENCY NUMBER 16.0 PHASE II

COURSE School Music Methods 308, Instrumental Methods 315,
Vocal Methods 316

INSTRUCTIONAL PROCEDURES Lectures and class discussions

EVALUATION Senior Year EVALUATION BY Instructor

CONCEPTUALIZATION STATEMENT

"Not being experts in every sub-specialty of music teaching, they must possess the bibliographic skills necessary to find information efficiently."

COMPETENCY

All students will compile a personal card file of information about literature, music, suppliers, and lesson plan ideas that will be helpful during student teaching and subsequent professional activities.

CONDITIONS

Although students are advised to begin their file with books, articles, and ideas encountered in methods courses, it is expected that each file will reflect the student's personal teaching interests and sub-specialty areas (i.e. elementary general music, instrumental music, music therapy, strings, etc.) 3 x 5 or 5 x 7 cards are recommended.

EVALUATIVE CRITERIA

The quality of the file is much more important than the quantity of cards. Its value depends on:

(1) SELECTION - The care you take in finding the best materials.

(2) COMPLETENESS - Write down details: publisher, date, table of contents, who recommended it, date recommended, location of books and periodicals, etc.

(3) ORGANIZATION AND NEATNESS - Invent a system for categorizing and cross-referencing that will reflect your personal emphases.

COMPETENCY NUMBER 17.0 PHASE III

COURSE Applied music

INSTRUCTIONAL PROCEDURES Private instruction

EVALUATION Senior Year EVALUATION BY Faculty jury

CONCEPTUALIZATION STATEMENT

"To insure competent musicianship, solo performance ability is desired."

COMPETENCY

Music education majors must complete level seven in their major performing area.

CONDITIONS

Examination by a jury composed of music faculty is required during the exam week of the spring semester. To be on the appropriate performance level, freshmen should complete level 4, sophomores level 5, and juniors level 6. Level 7 is required of all music education majors for graduation.

EVALUATIVE CRITERIA

The evaluation of musical performance is admittedly a somewhat subjective process. To minimize individual biases, the jury forms a consensus on the evidence of the student's thorough preparation, technical proficiency, and musicality. Listings of the specific pieces of music associated with each of the applied instruments and levels are available in the music office.

COMPETENCY NUMBER 18.1-18.4 PHASE IV

COURSE Student Teaching Practicum

INSTRUCTIONAL PROCEDURES Methods courses

EVALUATION Senicr Year EVALUATION BY College supervisor

CONCEPTUALIZATION STATEMENT

"Evidence of appropriate planning of instruction for the teaching of musical concepts, and successful implementation of these plans in the classroom must be given."

COMPETENCY

The student will submit a lesson plan for each of the four occasions he is observed by the college supervisor.

CONDITIONS

One of the following formats will be used:

General Music Class

I. Concept
II. Objective
III. Materials
IV. Procedure
V. Evaluation

Group or individual lesson (or) ensemble rehearsal

I. Objectives
II. Materials
III. Procedure
IV. Assignment
V. Evaluation

EVALUATIVE CRITERIA

The lesson plan will be evaluated according to:

(1) The appropriateness of the concept and objectives for the particular class being taught

(2) The variety of activities planned (a balance between passive and active activities is desired)

(3) Completeness and detail

COMPETENCY NUMBER 19.0 PHASE IV

COURSE Student Teaching practicum

INSTRUCTIONAL PROCEDURE Methods courses

EVALUATION Senior Year EVALUATION BY College supervisor

CONCEPTUALIZATION STATEMENT

"A music educator is a teacher of musical concepts; he/she must be able to indicate fundamental principles common to music of all historical styles and periods."

COMPETENCY

During the student teaching practicum, the prospective teacher is to teach at least one lesson which clearly emphasizes a conceptual approach.

CONDITIONS

In general music classes, concepts can be taught particularly effectively through directed listening and individual or group composition projects. In ensemble rehearsals, musical concepts can be taught through short discussions in which the students are led to discover musical characteristics of the piece being rehearsed.

EVALUATIVE CRITERIA

The teacher must direct the students' attention toward large, expressive characteristics of the piece being rehearsed. The teacher must encourage student discovery and avoid dominating the discussion. In ensemble rehearsals, a logical balance must be maintained between musical rehearsal and the discussion of musical concepts. The concepts considered should ideally be directly relevant to the performance of the composition.

COMPETENCY NUMBER 20.0 PHASE IV

COURSE Student teaching practicum

INSTRUCTIONAL PROCEDURES Methods courses and student teaching

EVALUATION Senior Year EVALUATION BY College supervisor, a designated faculty member, and student

CONCEPTUALIZATION STATEMENT

"All of the preceding attitudes, knowledges and skills are merely prerequisites to the art of music teaching. Each prospective teacher must demonstrate his/her competence to teach students effectively."

COMPETENCY

During the student teaching term, each prospective teacher will demonstrate his/her ability to organize and supervise public school students by submitting a 10 to 15 minute videotape of his/her teaching.

CONDITIONS

This tape may be of a general music class, an instrumental group lesson, or an ensemble rehearsal. If the taped segment is from a general music class, it should show the prospective teacher's ability to present musical concepts, not his/her ability to review information or to supervise individual or small group activities. Tapes of an instrumental group lesson or an ensemble rehearsal should display the teacher's ability to rehearse musical and technical problems in a methodical fashion, not merely the playing through of extended sections.

EVALUATIVE CRITERIA

Whether class or rehearsal, the following checklist will serve as a guide for evaluation:

(see next page)

EVALUATIVE CRITERIA (continued)

			POOR		EXCELLENT	
1.	Class activities					
	a. Variety (appropriateness for the attention span of the class)	1	2	3	4	5
	b. Appropriateness (suitability to the ability level of students)	1	2	3	4	5
	c. Pace	1	2	3	4	5
	d. Lecture/activity balance (Are students passive, or actively engaged in learning?)	1	2	3	4	5
2.	Speaking voice (volume, diction, vocabulary, attitude, mannerisms)	1	2	3	4	5
3.	Singing voice	1	2	3	4	5
4.	Use of piano (or other instrument)	1	2	3	4	5
5.	Communication					
	a. Eye contact with class	1	2	3	4	5
	b. Response and sensitivity to students	1	2	3	4	5
	c. Approval/disapproval balance (positive vs. negative attitude toward students)	1	2	3	4	5
6.	Preparation of teacher	1	2	3	4	5
7.	Classroom control (discipline)	1	2	3	4	5

OTHER OBSERVATIONS:

REVIEW PROCESS:

1. Approval of lesson plan (before taping is scheduled)
2. Taping (Several "dry runs" are suggested so that the student teacher has a chance to see himself on tape and work out obvious weaknesses.)
3. Review by student and supervisor (using criteria listed above).
4. Review by two college faculty members, who will judge competence of the student teacher according to the criteria given above.

GOALS AND OBJECTIVES
FOR THE
SECONDARY EDUCATION PROGRAMS IN

ENGLISH 7-12

MATHEMATICS 7-12

SCIENCE

  BIOLOGY 7-12

  CHEMISTRY 7-12

  PHYSICS 7-12

SOCIAL STUDIES 7-12

Please note: Lower case letters indicate obj
related to goals with the same
letter.

ROBERTS WESLEYAN COLLEGE

GOALS OF THE SECONDARY EDUCATION PROGRAMS

In teaching situations, students will be able to apply knowledge of the following:

1. Subject matter
2. Child and adolescent development
3. Planning skills
4. Instructional skills
5. Classroom management skills
6. Instructional materials
7. Human relations skills and professionalism

PSY 201/EDU 201
DEVELOPMENTAL PSYCHOLOGY

Goals

Students will learn:

A. Several major theories of lifespan development.

B. The periods/stages of growth from conception to death and the physical, cognitive and social development of each.

C. The significant influences on and major developmental tasks of each stage of human development.

D. A personal theory of lifespan development.

Objectives

Students will demonstrate:

a. Application of Piaget's, Erikson's and Kohlberg's theories of development by participating in small group research projects (4-5 hours outside of class), making a class presentation and preparing a written report.

a. Comprehension of the basic principles of Psychoanalytic and Behavioral Theories by passing a written exam.

b. Comprehension of the physical, social and cognitive maturity and capabilities at each level of human development by passing a written objective exam.

c. Comprehension of the significant influence on the major developmental tasks of each stage of human development by passing a written objective exam.

d. Synthesis of lifespan development by composing a personal theory of human development in a 1 to 2 page typewritten paper.

EDU 202
FOUNDATIONS OF EDUCATION

Goals

Students will learn:

A. History of schooling in America, organization and control, and current major issues.

B. Teacher beliefs, roles, tasks and the principal teacher organizations.

C. Characteristics of learners and their rights and responsibilities.

Objectives

Students will demonstrate:

a. Comprehension of major events in the western world leading to formal schooling in America by passing a written examination.

a. Comprehension of formal school developments in America and how schools are controlled and organized by passing a written examination.

a. Comprehension of at least one major issue in modern American education by writing a formal research paper with a summary of arguments pro and con. (The student's own position and reasons relating thereto are expected.)

b. Comprehension of teacher characteristics, philosophical beliefs, tasks and major teacher organizations by passing a written examination.

c. Comprehension of learner characteristics, their rights and responsibilities, and programs available (especially those requiring adapted programs) by passing a written examination.

a,b,c. Knowledge of educational matters by writing weekly summaries of readings from current books/journals and by giving oral reports in class.

EDU 205
DRUG EDUCATION

Goals

Students will learn:

- A. The major types of drugs which affect the central nervous system and sensory perception and their primary physical and psychological effects.
- B. Alcoholic family systems.
- C. Legal aspects of drug use, possession and sale.
- D. Why people use drugs and alternatives to drug use.
- E. The role of the classroom teacher regarding children of alcoholics and drug users.
- F. Drug abuse treatment and crisis intervention.

Objectives

Students will demonstrate:

a.-f. Knowledge and comprehension of material by passing two quizzes.

a.-f. Comprehension and analysis of material by participating in class discussions.

a.-f. Synthesis of material by passing a final exam and/or by writing a paper.

EDU 302
PRINCIPLES OF EDUCATION

Goals

Students will learn:

A. Teaching/learning principles and teaching strategies.

B. Principles of lesson planning.

C. Instructional skills validated through research.

D. To use these principles and skills during an Observation/ Participation Experience (OPE) in a school.

Objectives

Students will demonstrate:

a. Comprehension of teaching/learning principles and teaching strategies (e.g., questioning, discussions, inquiry, classroom management, etc.) by passing a written exam.

b. Application of lesson planning principles by preparing a one- to two-week instructional unit.

c. Application of instructional skills by teaching an 8 to 10-minute mini-lesson.

b,c. Application of lesson planning principles and instructional skills by planning and teaching at least 2 lessons or portions of lessons during an OPE experience in a school.

d. Comprehension of observations and experiences during an OPE experience by interpreting these in a personal journal.

EDU 312
METHODS OF TEACHING SECONDARY ENGLISH

Goals

Students will learn:

A. Appropriate methods and techniques for teaching the concept, skill and attitude goals of secondary English.

B. Skills of motivation and classroom management.

C. Instructional skills learned in EDU 302 in greater depth.

D. Instructional materials and resources available for teaching English.

E. Interdisciplinary concerns (e.g., content area reading, writing across the curriculum, critical thinking, values education9, etc.) in secondary schools today.

F. To use skills, methods and materials during an Observation/Participation Experience (OPE) in a secondary school.

Objectives

Students will demonstrate:

a. Application of methods and materials by passing an examination.

b. Application of skills of motivation and classroom management by incorporating them into a unit plan and by planning (including follow-up practice) and teaching three mini-lessons.

c. Application of instructional skills by teaching reviews of selected teaching skills learned in EDU 302.

d. Comprehension of instructional materials and resources by investigating those available on campus, in the OPE school and at a nearby BOCES and by collecting a file of materials organized for effective use.

e. Comprehension of interdisciplinary concerns by participating in class activities and by passing an examination.

f. Comprehension of skills, methods and materials by interpreting observations and experiences in a personal journal during an OPE in a secondary school.

f. Application of skills, methods and materials by teaching and participating during an OPE in a secondary school.

EDU 313
METHODS OF TEACHING SECONDARY MATHEMATICS

Goals

Students will learn:

A. Appropriate methods and techniques for teaching the concept, skill and attitude goals of secondary mathematics.

B. Skills of motivation and classroom management.

C. Instructional skills learned in EDU 302 in greater depth.

D. Instructional materials and resources available for teaching mathematics.

E. Interdisciplinary concerns (e.g., content area reading, writing across the curriculum, critical thinking, values education9, etc.) in secondary schools today.

F. To use skills, methods and materials during an Observation/Participation Experience (OPE) in a secondary school.

Objectives

Students will demonstrate:

a. Application of methods and materials by passing an examination.

b. Application of skills of motivation and classroom management by incorporating them into a unit plan and by planning (including follow-up practice) and teaching three mini-lessons.

c. Application of instructional skills by teaching reviews of selected teaching skills learned in EDU 302.

d. Comprehension of instructional materials and resources by investigating those available on campus, in the OPE school and at a nearby BOCES and by collecting a file of materials organized for effective use.

e. Comprehension of interdisciplinary concerns by participating in class activities and by passing an examination.

f. Comprehension of skills, methods and materials by interpreting observations and experiences in a personal journal during an OPE in a secondary school.

f. Application of skills, methods and materials by teaching and participating during an OPE in a secondary school.

EDU 314
METHODS OF TEACHING SECONDARY SCIENCE

Goals

Students will learn:

A. Appropriate methods and techniques for teaching the concept, skill and attitude goals of secondary science.

B. Skills of motivation and classroom management.

C. Instructional skills learned in EDU 302 in greater depth.

D. Instructional materials and resources available for teaching science.

E. Interdisciplinary concerns (e.g., content area reading, writing across the curriculum, critical thinking, values education9, etc.) in secondary schools today.

F. To use skills, methods and materials during an Observation/Participation Experience (OPE) in a secondary school.

Objectives

Students will demonstrate:

a. Application of methods and materials by passing an examination.

b. Application of skills of motivation and classroom management by incorporating them into a unit plan and by planning (including follow-up practice) and teaching three mini-lessons.

c. Application of instructional skills by teaching reviews of selected teaching skills learned in EDU 302.

d. Comprehension of instructional materials and resources by investigating those available on campus, in the OPE school and at a nearby BOCES and by collecting a file of materials organized for effective use.

e. Comprehension of interdisciplinary concerns by participating in class activities and by passing an examination.

f. Comprehension of skills, methods and materials by interpreting observations and experiences in a personal journal during an OPE in a secondary school.

f. Application of skills, methods and materials by teaching and participating during an OPE in a secondary school.

EDU 317
METHODS OF TEACHING SECONDARY SOCIAL STUDIES

Goals

Students will learn:

A. Appropriate methods and techniques for teaching the concept, skill and attitude goals of secondary social studies.

B. Skills of motivation and classroom management.

C. Instructional skills learned in EDU 302 in greater depth.

D. Instructional materials and resources available for teaching social studies.

E. Interdisciplinary concerns (e.g., content area reading, writing across the curriculum, critical thinking, values education9, etc.) in secondary schools today.

F. To use skills, methods and materials during an Observation/Participation Experience (OPE) in a secondary school.

Objectives

Students will demonstrate:

a. Application of methods and materials by passing an examination.

b. Application of skills of motivation and classroom management by incorporating them into a unit plan and by planning (including follow-up practice) and teaching three mini-lessons.

c. Application of instructional skills by teaching reviews of selected teaching skills learned in EDU 302.

d. Comprehension of instructional materials and resources by investigating those available on campus, in the OPE school and at a nearby BOCES and by collecting a file of materials organized for effective use.

e. Comprehension of interdisciplinary concerns by participating in class activities and by passing an examination.

f. Comprehension of skills, methods and materials by interpreting observations and experiences in a personal journal during an OPE in a secondary school.

f. Application of skills, methods and materials by teaching and participating during an OPE in a secondary school.

EDU 402
STUDENT TEACHING PRACTICUM (SECONDARY)

Goals

In teaching situations, students will apply their knowledge of:

A. Subject matter
B. Child and adolescent development
C. Planning skills (Attachments A and B)
D. Instructional skills (Attachment C)
E. Classroom management skills (Attachment D)
F. Instructional materials
G. Human relations skills and professionalism (Attachment E)

Objectives

Students will demonstrate:

a. Application of knowledge of subject matter by planning and teaching lessons which are accurate and appropriate to level.

b. Application of knowledge of child/adolescent development by planning and teaching lessons which are appropriate to the age and maturational levels of the students.

c. Application of lesson planning skills by writing a lesson plan for each lesson taught.

c. Synthesis of planning skills by developing and teaching at least one unit.

d. Application of instructional skills by incorporating them in their teaching.

e. Comprehension of classroom management skills by observing management routines and expectations of the Master Teacher and by reflecting on them in journal entries during the first weeks of school.

e. Application of classroom management skills by incorporating them in their teaching.

f. Application of knowledge and use of instructional materials by selecting and using a variety of appropriate materials in their teaching.

g. Application of human relations skills by interrelating and communicating effectively with students, parents and school personnel.

g. Application of human relations skills by conducting themselves in a professional manner.

a-g. Application of teaching skills by assuming responsibility for the equivalent of a full teaching load for a minimum of a two-week period.

a-g. Analysis of their teaching by examining the effectiveness of their teaching in weekly journal entries and by writing appropriate individual objectives effecting needed improvements for the next week.

a-g. Evaluation of their teaching by evaluating each lesson taught. All lesson plans and evaluations of plans are to be kept in a binder at the school.

ATTACHMENT A

Name______________________________ Class/Grade/Subject__________________

Unit______________________________ Period/Time_______ Date_______

Formal Objective(s)

Materials

Set

Share Objective and Purpose

Input: Essential Info. (from Task Analysis)	Method or Strategy	Models or Examples	Monitor or Check for Understandi

Guided Practice

Closure

Independent Practice

ATTACHMENT B

TEACHING UNIT

1. General:
   -Has mention been made of the unit title, grade level and name of course?

2. Unit Rationale:
   -Is the unit rationale presented in terms the students can understand?
   -Will the students be convinced of the unit's importance?

3. Goals and Objectives:
   -Are the broad goal(s) for the unit and objective(s) for the daily plans included?
   -Is it clear which objectives are related to which goals?
   -Is the difference between the goals and objectives clear?
   -Do the objectives follow the appropriate format?
   -Does each objective contain only one level of thinking?

   N.B. Objectives may be written as either two-part, three-part, or four-part objectives. Two-part objectives include (1) the student learning (level of thinking + content) and (2) overt behavior, and follow the formula: The student will demonstrate ___(level of thinking)___ of ___(content)___ by ___(overt behavior)___. For the level of thinking, refer to Bloom's taxonomy and for the overt behavior, refer to verb lists. Three-part objectives add conditions and four-part objectives add criteria.

4. Daily Lesson Plans:
   -Do the plans follow the appropriate format?
   -Is (Are) the objective(s) for the day (same as in #3 above) clearly stated at the top of each daily plan?
   -Are the content and means of monitoring or checking for understanding (questions, activities, etc.) congruent with the objective(s)? In other words, was the taxonomy used to plan and sequence content, questions, activities, etc., at the appropriate level of thinking?
   -Do the plans contain a variety of learning activities?
   -Are there estimates of how long the various parts of the plan will take?

5. Evaluation of Learning:
   -How will the students' learning be evaluated at the end of the unit? Please be reminded that the evaluation of student learning may take many forms and that paper and pencil exams represent but one form.
   -What percentages of the evaluation will be at the various taxonomy levels? Why? -Do the percentages reflect the emphases intended?
   -Is the evaluation congruent with the goal(s), objectives and learning activities?

6. Materials and Resources:
   What resources and materials were used in preparing the unit?

1/88

ATTACHMENT C

INSTRUCTIONAL SKILLS

TEACH TO AN OBJECTIVE

Formulate an appropriate objective
- -What is the learning for the students? (content & level of thinking)
- -How will they demonstrate that learning has occurred?

Share objective & purpose:
- -what is to be learned
- -why it is useful

Teacher actions:
- -Provide information, directions
- -Ask questions
- -Design activities
- -Respond to efforts of learners

RATE AND DEGREE

SET: process of mentally focusing
- -link to past experience
- -active participation
- -relevant to new learning

CLOSURE: process of summary
- -students summarize
- -emphasis is on the learning
- -observable response

ACTIVE PARTICIPATION: consistent involvement in thinking
- -most of the students
- -most of the time
- -for the important learnings

SHARING OBJECTIVE & PURPOSE:
- -What is to be learned?
- -Why is it useful?

SELECT OBJECTIVE AT AN APPROPRIATE LEVEL OF DIFFICULTY

Select a topic

Do a task analysis:
- -Select an instructional objective
- -Clarify meaning of the objective
- -Brainstorm component skills
- -Identify essential learnings for content and level of thinking of that objective
- -Sequence essential learnings
- -Phrase as diagnostic questions

RETENTION

MODELING: process of showing by demonstration, examples or simulation
- -unambiguous model
- -identify/label essentials

PRACTICE (guided or independent):
- -how much?
- -how often?
- -how long?
- -how well?

SEQUENCE:
- -position

MEANING: process of personalizing
- -about me, relevant to me, similar to me
- -link to experiences
- -relationships
- -patterns
- -purpose, value

MONITOR STUDENTS' LEARNING AND ADJUST THE TEACHING

Check to see if students are learning:
- -Elicit observable responses
- -Interpret
- -Respond

MOTIVATION

FEELING TONE: positive atmosphere
- -pleasant, polite
- -dignity
- -respect
- -discipline
- -sense of humor

KNOWLEDGE OF RESULTS: feedback
- -immediate
- -specific
- -relevant

ACCOUNTABILITY: degree of expectancy
- -concern
- -support

INTEREST:
- -meaning
- -vivid/novel

SUCCESS: feelings of achievement
- -growth
- -accomplishment

CLASSROOM MANAGEMENT SKILLS

1. BE PREVENTATIVE

Show Interest
Please Be Polite
Anticipate Problems
Be on the Alert

2. RESPOND TO INAPPROPRIATE BEHAVIOUR

Observe - Interpret - Respond

3. USE THE PRINCIPLES OF DISCIPLINE

- Problem Solving (No Moral Judgement)
- Restore Social Order
- Relationship to the Misbehaviour
- Withdraw for Provocation not the Student
- Deals with Present
- Friendly Tone
- Situational

a. ATTENTION SEEKING BEHAVIOUR

Low Key Responses

Eye Contact
Proximity
Gestures
Facial Expressions
Minimal Verbal
Private Dialogue
Problem vs. Student
Ignore
Allies First
Combination of...

b. PERSISTENT ATTENTION SEEKING BEHAVIOUR

Escalate and Match

Bump 1

Any of the nine Low Key Responses OR combination of

Bump 2 - Squaring Off
1. Pause or Stop
2. Turn body (square off)
3. Intensify Eye Contact
4. Use Minimal Verbal Response
5. Complete with a "Thank you".

Bump 3 - Choices
1. Stop Teaching
2. Square Off
3. Intensify Eye Contact
4. Give an Either/Or Statement
5. Ask for Student Response
6. Listen and Watch for Student's Answer
7. Complete with a "Thank You".

Bump 4 - Implied Choice
1. Act

Bump 5 - Informal Contracts

Does the teacher set a time to meet with the student when the problem can be discussed without emotion?

1. Greeting Statement — Feeling Tone

2. Define the Problem
3. Generate Solutions
4. Evaluate the Solutions
5. Agree upon a Solution(s)
6. Closure:
   - summary by student
   - identify who, does what, by when

— Accountability

7. Complete the interaction with a "Thank you".
8. Show interest:
   - Talk about something other than the situation

— Feeling Tone

c. POWER SEEKING BEHAVIOUR

Defuse Through the Use of:

Low Level Ignore

Humour or Irrelevant Maneuver

Bump 6

Language of Attribution
1. Pause or Stop
2. Square Off
3. Intensify Eye-Contact
4. Take 2-3 Deep Breaths
5. Deal with Allies First (Bump 3 or 4)
6. Shift Responsibility
7. Pause
8. Allow Student to Save Face
9. Complete the interaction with a "Thank You".

Bump 7

No Choice

Ask the Student to Leave

Escalate Bump 3

Hard Choice

Bump 7

No Choice

Ask the Student to Leave

ATTACHMENT D

ATTACHMENT E

ROLES AND RESPONSIBILITIES OF THE STUDENT TEACHER

1. To understand the roles and responsibilities of the Student Teacher. Master Teacher and College Supervisor and to assume all responsibilities of the Student Teacher.

2. To take full advantage of opportunities offered during the student teaching experience and to complete all responsibilities and requirements of student teaching in a prompt, careful and deliberate manner.

3. To participate in all student teaching seminars scheduled by the College Supervisor and all conferences, faculty meetings, school and district activities, e.g., open house, in-service workshops, superintendent's days, etc., scheduled by the Master Teacher.

4. To become involved in the classroom to the greatest extent possible, including assuming responsibility for the equivalent of a full teaching load for a minimum of a two-week period.

5. To be self-directed and assume responsibility for one's own learning by establishing appropriate individual goals and objectives and by taking the initiative in seeking help from the Master Teacher and the College Supervisor.

6. To participate in problem-solving sessions; to accept and utilize constructive feedback offered by the Master Teacher, College Teacher and peers (during student teaching seminars) for personal and professional growth.

7. To communicate promptly concerns to the Master Teacher and the College Supervisor.

8. To demonstrate professionalism by exemplifying the characteristics of honesty, integrity, good physical and mental health, and devotion to high morals; by maintaining standards of behavior which reflect the philosophy and goals of Roberts Wesleyan College; by judiciously protecting information of a confidential nature; by being supportive of pupils, Master Teacher, school, fellow student teachers and the College; by keeping the same hours as the Master Teacher, including following the school rather than the college calendar; by reporting promptly any illness or absence to the Master Teacher and the College Supervisor; by dressing appropriately for the experience, etc.

9. To devote full attention to student teaching. It is strongly recommended that Student Teachers have no other obligations, such as jobs or courses that infringe on time and effort that belong to student teaching. Students are not permitted to work unless they have the formal approval of the Division of Teacher Education and/or Fine Arts.

11/87

GOALS AND OBJECTIVES
FOR
EDUCATION ELECTIVES

Please note: Lower case letters indicate objectives related to goals with the same upper case letter.

EDU 110J
APPLE....WORKS!

Goals

Students will learn:

A. Applications features of AppleWorks

B. Integration features of AppleWorks

C. Timesaving techniques of AppleWorks

Objectives

Students will demonstrate:

a. Application of the applications features of AppleWorks by preparing documents using word processor, database and spreadsheet.

b. Application of the integration features of AppleWorks by preparing documents using cut and paste and mail merge.

c. Application of the timesaving techniques of AppleWorks by preparing reports, data and ledgers using techniques learned.

EDU 220
EARLY CHILDHOOD EDUCATION I

Goals

Students will learn:

A. Stages of human growth 0-6 years and optimum environments in which children may develop.

B. How to observe children, teachers and environments.

C. Warning signs which give clues to developmental disabilities.

D. How to communicate with parents and staff.

E. That becoming a professional educator in early childhood is a developmental process which requires continuing education and growth on the part of the professional.

Objectives

Students will demonstrate:

a. Comprehension of child development by constructing a growth chart covering birth through age 6 and by outlining examples of appropriate activities and practices at each level.

a. Application of child development principles by designing a resource unit containing developmentally appropriate resources and by teaching at least one lesson from that unit.

b. Application of observation skills by recording their self-evaluation, using evaluation check lists on teachers and centers, keeping running records on different age children and participating in role play situations in class.

c. Analysis of children's problems by analyzing case studies.

d. Application of communication skills with parents and staff by role playing difficult situations in class and evaluating the communication.

e. Evaluation of their own work with children by writing reports, passing written exams and participating in class discussions.

EDU 221
EARLY CHILDHOOD EDUCATION II

Goals

Students will learn:

A. Current theories of early childhood education.

B. How to apply these theories to their classroom situations.

C. Means of analyzing and assessing skills of children and teachers.

D. Techniques used with young children:

   1. To establish and maintain a safe, healthy environment.
   2. To advance physical and intellectual competence.
   3. To support social and emotional development and provide positive and productive guidance and discipline.
   4. To establish positive relationships with families.
   5. To insure a well-run program responsive to participants.
   6. To maintain a commitment to professionalism.

E. How to apply for CDA accreditation and how to prepare a portfolio.

Objectives

Students will demonstrate:

a. Comprehension of current theories and educators by passing written exams, making presentations, and participating in class discussions.

b. Application of theory by writing classroom assessments and training prescriptions.

b. Application of techniques by utilizing ideas from current theory in their own classrooms.

c. Application of assessment tools by utilizing them with children in the classroom.

d. Comprehension of techniques needed to provide a good learning environment by participating in class discussion and learning activities.

e. Application of the CDA accreditation process by creating an original portfolio following the requirements for CDA and obtaining an application form.

EDU 353
INTRODUCTION TO SPECIAL EDUCATION

Goals

Students will learn:

A. To understand problems associated with children and/or adults with special needs.

B. To understand resources and services available for helping individuals with special needs to realize their potential.

C. To encourage the development of special education programs within both public and private education and organizations.

Objectives

Students will demonstrate:

a,b,c. Comprehension of teaching/learning principles and teaching strategies related to children and/or adults with special needs by participating in class discussion, conducting research and passing written exams.

b. Comprehension of the various types of resources and services available by investigating resources and services provided at BOCES and local school programs during an observation experience.

c. Comprehension of observations and experiences during the field trips by interpreting these in the journal.

APPENDIX 3

CHECKSHEETS FOR
TEACHER EDUCATION PROGRAMS

Program	Major/Checksheet Title
Art N-12	Art Education
Elementary N-6	Elementary Education
Music K-12	Music Education
Secondary 7-12	Biology
	Chemistry
	Comprehensive Science
	Comprehensive Social Studies
	English
	Mathematics
	Physics

STUDENT CHECK SHEET ART EDUCATION (B.S.)

NAME ______________________ TRANSFER ______________________

ADM TO MAJOR ______________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Music	2		
Science, Tech & Soc.	2		
Today's World	2		
History (200 level)	3		
Freshman Seminar	2		
English Essentials (if nec)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
General Psychology	3		
Developmental Psych	3		
Lab Science	3-4		
New Testament course	3		
Old Testament course	3		
Mathematics	3		
Foreign Language	9		
Philosophy	3		
Physical Ed (3 hours)			
Fund of Phys Ed	2		
	1		
Education Courses			
Foundations of Ed	3		
Prin of Ed	3		
Art Materials & Methods	3		
Student Teaching	12		
Drug Education	1		
Advanced Art Materials and Methods	3		

MAJOR (46 hours)	SHr	GR	PTs
FOUNDATION COURSES			
Basic Drawing	3		
2-D Design	3		
Figure Drawing	3		
3-D Design	3		
Art History I	3		
Art History II	3		
Art History III	3		
Drawing & Painting I	3		
Printmaking I	3		
Sculpture I	3		
Ceramics I	3		
Jewelry & Metals	3		
Textiles	3		
Senior Seminar	1		
ART ELECTIVES (6 hrs--one medium)			
Drawing & Painting II			
Drawing & Painting III			
Printmaking II			
Printmaking III			
Sculpture II			
Sculpture III			
Intro to Graphic Design			
Ceramics II			
Ceramics III			
Arts & Crafts			
Photography I			
Photography II			
Photography III			
Lettering			
Independent Study			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT. SEM. HRS.

RO/9/86

STUDENT CHECK SHEET **ELEMENTARY EDUCATION (B.S.)**

NAME__________ TRANSFER__________

ADM TO MAJOR__________ Teaching Major__________ Admitted__________

Concentration__________

Minor__________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
OR			
Intro to Music	2		
Science, Tech & Society	2		
Todays Wld/Grt Issues	2		
U.S. History______	3		
World History______	3		
Philosophy			
______	3		
Freshman Seminar	2		
English Essentials	0-2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
General Psychology	3		
Developmental Psych	3		
Physical Science			
______	3-4		
Gen Biology (101,101L)	4		
______			
Elements of Math	3		
New Testament course			
______	3		
Old Testament course			
______	3		
Foreign Language (0-3)			
______	0-3		
Physical Education			
Fund of Phys Ed	2		
______	1		
______			

MAJOR (37 sem. hrs.)	SHr	GR	PTs
Foundations of Ed (202)	3		
Drug Ed (205)	1		
Educational Psych(301)	4		
Develop Reading (303)	3		
Diag/Trt of Read Diff	3		
Audio Vis Meth/Mat(311)	3		
Meth El Lang Arts(322)	2		
Meth El Math (323)	2		
Meth El Science (324)	2		
Meth El Soc Stud (325)	2		
Student Teach (401)	12		

TEACHING MAJOR__________

General Electives

See over for Concentration and Minor

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/12/87

CONCENTRATION ______________________ MINOR ______________________

Choices may be made from the following:

TEACHING MAJOR (30 hrs) OR

Art
Biology
Chemistry
Communication
Computer Science
English
Fine Arts
General Science
History
Humanities
Mathematics
Music
Physics
Psychology
Religion/Philosophy
Sociology

CONCENTRATION (24 hrs)

Art
Biology
Chemistry
Communication
Computer Science
English
Fine Arts
Foreign Language
General Science
Gen. Sci.: Bio Emphasis
Gen. Sci.: Phy. Sci. Emph.
History
Mathematics
Music
Physics
Psychology
Religion/Philosophy
Sociology

AND MINOR (18 hrs)

Art
Biology
Chemistry
Communication
Computer Science
Economics
English
Fine Arts
Foreign Language
General Science
Gen. Sci.: Bio. Emph.
Gen. Sci.: Phy. Sci. Emph.
History
Mathematics
Music
Physical Education
Physics
Psychology
Religion/Philosophy
Religious Studies
Sociology

NOTE:

(1) Foreign Language concentrations and minors are available on a cross-registration basis with Rochester Area Colleges.

(2) Students with sufficient hours in one of the academic disciplines listed below may apply to the State Department of Education for an extension of their K-6 certificate. Contact the Teacher Education Office for details.

	Grades 7-9	Grades 7-12	Grades K-12
Art			36 hrs.
English	30 hrs.	36 hrs.	
Foreigh Language	24 hrs.	24 hrs.	
Mathematics	12 hrs.	24 hrs.	
Music			36 hrs.
Science	36 hrs.	36 hrs.	
Social Studies	30 hrs.	36 hrs.	

STUDENT CHECK SHEET MUSIC EDUCATIO

NAME ______________________ TRANSFER ______________________

ADM TO MAJOR ______________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Science, Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)	3		
Philosophy	3		
Freshman Seminar	2		
English Essentials(if nec)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
General Psychology	3		
Develop Psychology	3		
Mathematics	3		
Lab Science	3-4		
Old Testament course	3		
New Testament course	3		
Foreign Language	9		
Physical Education			
Fund of Phys Ed	2		
	1		

+ Instrumental Emphasis majors
* Vocal Emphasis majors

MAJOR (Vocal 4)(Instrumental 6)	SHr	GR	PTs
Percussion Meth (125)	1		
String Methods (130)	1		
+Woodwind Methods (235)	1		
Woodwind Methods (236)	1		
+Brass Methods (230)	1		
Brass Methods (231)	1		
Sightsinging (105)	1		
Sightsinging (106)	1		
Sightsinging (107)	1		
Theory (101)	3		
Theory (102)	3		
Theory (200)	3		
Theory (205)	3		
Orch & Chrl Arrang(406)	3		
Dev 20th Cent Theo(405)	3		
Intro to Music Lit(110)	2		
Hst Mus:MdAge&Ren (206)	2		
Hst Mus:Baro & Cls(304)	3		
Hst Mus:Rom&20thCn(305)	2		
Basic Conducting (295)	2		
Choral Conducting(302)	2		
Instr Conducting (303)	2		
Found of Ed (202)	3		
School Music Meth (308)	2		
Vocal Methods (316)	2		
OR			
Instrumental Meth (315)	2		
Drug Education (205)	1		
Prin of Ed (302)	2		
Directed Teaching (403)	10		
*Mus Stage Perf (310) (vocal majors only)	2		
*Guitar Class (280)	1		
+Jazz & Lab Band	1		
+Marching Band	1		
*Piano Pedagogy (215)	2		

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

R0/12/87

APPLIED MUSIC

Private Lessons (major) (11 sem. hrs.)______________________________
1st year______ ______ ______; ______ ______ ______
2nd year______ ______ ______; ______ ______ ______
3rd year______ ______ ______; ______ ______ ______
4th year______ ______ ______; ______ ______ ______
5th year______ ______ ______; ______ ______ ______

Piano or Voice (if not major)______________________________
______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______

(Piano must be taken every term for credit until the proficiency is met.)

Band or Orchestra or Chorus______________________________
1st year______ ______ ______; ______ ______ ______
2nd year______ ______ ______; ______ ______ ______
3rd year______ ______ ______; ______ ______ ______
4th year______ ______ ______; ______ ______ ______
5th year______ ______ ______; ______ ______ ______

(Must be in an ensemble for credit each semester.)

Instrumental majors are required 1 semester hour of voice.

Instrumental majors are required 1 semester hour on a secondary instrument.

(Brass majors take clarinet
Woodwind majors take trumpet
String majors take a second stringed instrument)

STUDENT CHECK SHEET BIOLOGY (B.A.)

265

NAME ______________________ TRANSFER ______________________

ADM TO MAJOR ______________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Intro to Music	2		
Old Testament Lit	3		
Science,Tec & Society	2		
Today's Wrld/Gr Issues	2		
History (200 level)			
	3		
Philosophy			
	3		
Freshman Seminar	2		
Eng Essen (if req'd)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Elec from Hist/Soc Sci			
	3		
Behavioral Science			
	3		
New Testament course			
	3		
Foreign Lang (0-9 sem hrs)			
Physical Education			
Fund of Phys Ed	2		
PE Skills Course	1		

MAJOR (30 sem hrs)	SHr	GR	PTs
General Biology I	3		
General Biology I Lab	1		
General Biology II	3		
General Biology II Lab	1		
Human Anat & Phys I	3		
Human Anat&Phys I Lab	1		
Human Anat & Phys II	3		
Human Anat&Phys II Lab	1		
OR			
Vert Struc & Funct I	4		
Vert Struc & Funct II	3		
Genetics & Lab	5		
General Physiology	4		
Seminar	2		
PLUS			
Intro to Chemistry I	3		
Intro to Chem I Lab	1		
Intro to Chemistry II	3		
Intro to Chem II Lab	1		
Three sem hrs from:			
Intro to Computers I	1		
Intro to Computers II	1		
BASIC I	1		
Math 121	3		
Math 122	3		
Math 200	3		
Math 201	4		
Electives:			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/12/87

STUDENT CHECK SHEET BIOLOGY (B.S.)

NAME ______________________ TRANSFER ______________________
ADM TO MAJOR ______________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Intro to Music	2		
Science, Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)			
	3		
Philosophy			
	3		
Freshman Seminar	2		
Eng Essen (if req'd)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Elec from Hist/Soc Sci			
	3		
Behavioral Science			
	3		
New Testament course			
	3		
Old Testament course			
	3		
Foreign Language			
	3		
	3		
	3		
Physical Education			
Fund of Phys Ed	2		
PE Skills Course	1		
Biology Seminar 250	2		

MAJOR (33 sem. hrs.)	SHr	GR	PTs
General Biology I	3		
General Biology I Lab	1		
General Biology II	3		
General Biology II Lab	1		
Human Anat & Phys I	3		
Human A & P I Lab	1		
Human Anat & Phys II	3		
Human A & P II Lab	1		
OR			
Vert Struc & Funct I	4		
Vert Struc & Funct II	3		
Biochemistry	3		
Biochemistry Lab	1		
Genetics & Lab	5		
General Physiology	4		
Ind Study or Research	1-3		
PLUS			
Prin of Chemistry I	3		
Prin of Chem I Lab	1		
Prin of Chemistry II	3		
Prin of Chem II Lab	1		
Organic Chemistry I	3		
Organic Chem I Lab	1		
Organic Chemistry II	3		
Organic Chem II Lab	1		
Physics 101 or 201	3-4		
Physics 102 or 202	3-4		
Physics 103 or 203	3-4		
Six sem hrs from the following:			
Intro to Computers I	1		
Intro to Computers II	1		
BASIC Programming	1		
Algebra for Prof Prog	3		
Calculus for Prof Prog	3		
Elementary Statistics	3		
Calculus I	4		
Biology Seminar 450	2		

DATE	SEM.HRS.	FS	TR.CR.	F's	P's

TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/12/87

STUDENT CHECK SHEET CHEMISTRY (B.A.)

NAME ____________________

TRANSFER ____________________

ADM TO MAJOR ____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Intro to Music	2		
Science, Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)			
	3		
Philosophy			
	3		
Freshman Seminar	2		
Eng Essen (if req'd)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Elec from Hist/Soc Sci	3		
Behavioral Science	3		
New Testament course	3		
Old Testament course	3		
Foreign Language (0-9)			
Physical Education			
Fund of Phys Ed	2		
PE Skills Course	1		

MAJOR (30 sem. hrs.)	SHr	GR	PTs
Prin of Chemistry I	3		
Prin of Chem I Lab	1		
Prin of Chemistry II	3		
Prin of Chem II Lab	1		
Analytic Chemistry	4		
Organic Chemistry I	3		
Organic Chem I Lab	1		
Organic Chemistry II	3		
Organic Chem II Lab	1		
Inst Methods of Anal	4		
Seminar	1		
Physical Chemistry I	4		
Physical Chem I Lab	1		
PLUS			
Calculus I (201)	4		
Calculus II (202)	4		
Physics 101 or 201	3-4		
Physics 102 or 202	3-4		
Physics 103 or 203	3-4		
MINOR			
Electives:			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's

TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/1/88

STUDENT CHECK SHEET CHEMISTRY (B.S

NAME ______________________________ TRANSFER ______________________________

ADM TO MAJOR ______________________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Intro to Music	2		
Science, Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)			
	3		
Philosophy			
	3		
Freshman Seminar	2		
Eng Essen (if req'd)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Elec from Hist/Soc Sci			
	3		
Behavioral Science	3		
New Testament course	3		
Old Testament course			
	3		
Foreign Language (0-9)			
Physical Education			
Fund of Phys Ed	2		
PE Skills Course	1		

MAJOR (38 sem. hrs.)	SHr	GR	PTs
Prin of Chemistry I	3		
Prin of Chem Lab I	1		
Prin of Chemistry II	3		
Prin of Chem Lab II	1		
Analytical Chemistry	4		
Organic Chemistry I	3		
Organic Chem I Lab	1		
Organic Chemistry II	3		
Organic Chem II Lab	1		
Physical Chemistry I	3		
Physical Chem I Lab	1		
Physical Chemistry II	3		
Physical Chem II Lab	1		
Inst. Meth of Anal	4		
Seminar	1		
Chemistry Elective (400 level)			
	3-4		
PLUS			
Calculus I (201)	4		
Calculus II (202)	4		
Calculus III (203)	4		
Physics 101 or 201	3-4		
Physics 102 or 202	3-4		
Physics 103 or 203	3-4		
Electives			
EDUCATION			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/1/88

STUDENT CHECK SHEET

COMPREHENSIVE SCIENCE

NAME____________________

TRANSFER____________________

ADM TO MAJOR____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Intro to Music	2		
Old Testament Lit.	3		
Science, Tech& Society	2		
Today's Wld/Grt Issues	2		
History (200 level)	3		
Philosophy	3		
Freshman Seminar	2		
Eng Essen (if req'd)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Elec from Hist/Soc Sci	3		
Behavioral Science	3		
New Testament course	3		
Foreign Language (0-9)			
Physical Education			
Fund. of Phys. Ed.	2		
PE Skills course	1		
Electives:			

MAJOR			
Physics 101 or 201	3-4		
Physics 102 or 202	3-4		
Physics 103 or 203	3-4		
Chemistry 101	3		
Chemistry 101 Lab	1		
or			
Chemistry 111	3		
Chemistry 111 Lab	1		
Chemistry 102	3		
Chemistry 102 Lab	1		
or			
Chemistry 112	3		
Chemistry 112 Lab	1		
Biology (7 hours)			
Earth Science	3		
Descrip. Astronomy	3		
Calculus I	4		
PLUS courses in one discipline to total 24 sem. hrs (MTH,CHM,BIO,PHY)			
Education Courses:			
Found. of Education	3		
Prin of Sec. Education	3		
Drug Education	1		
Meth of Teaching Math			
or			
Meth of Teach Science	3		
Student Teach Practicum	12		

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

STUDENT CHECK SHEET COMP. SOCIAL STUDI

NAME____________________________ TRANSFER____________________________

ADM TO MAJOR____________________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Intro to Music	2		
Old Testament Lit	3		
Science, Tech & Soc	2		
Today's Wld/Grt Issues	2		
History (200 level)			
	3		
Freshman Seminar	2		
English Essentials if nec	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Behavioral Science			
	3		
Lab Science			
	3-4		
New Testament course			
	3		
Mathematics			
	3		
Foreign Language			
	9		
Physical Education			
Fund of Phys Ed	2		
	1		

MAJOR (48 sem. hrs.)	SHr	GR	PTs
American Studies (2)			
20th Century	3		
U.S. Diplomatic	3		
Constitutional Hst.	3		
Intell. & Social	3		
Latin American I	3		
19th Century Europe	3		
20th Century Europe	3		
Sem. in Hist. Topics	3		
Prin of Economics I	3		
Prin of Economics II	3		
Prin of Pol. Science	3		
American Government	3		
Prin of Sociology	3		
Mod Social Problems	3		
African/Asian Hist.	3		

Education (Gen & Dev Psych required and can meet general education requirements)

DATE	SEM.HRS.	FS.	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

STUDENT CHECK SHEET

ENGLISH

NAME ________________

TRANSFER ________________

ADM TO MAJOR ________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Intro to Music	2		
Science,Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)	3		
Philosophy	3		
Freshman Seminar	2		
English Essentials	2		
Prin of Writing	3		
~~Intro to Literature~~			
Prin of Speech	2		
Elec from Hist/Soc Sci	3		
Behavioral Science	3		
Lab Science	3-4		
New Testament course	3		
Old Testament course	3		
Mathematics	3		
Foreign Language (0-9)			
Physical Education			
Fund of Phys Ed	2		
	1		

MAJOR (30 sem. hrs.)	SHr	GR	PTs
Survey English Lit I	3		
Survey English Lit II	3		
Shakespeare	3		
American Literature I OR American Literature II	3		
Early English Lit	3		
17th Century Lit	3		
Early 20th Cent Lit OR Contemporary Lit	3		
Lang,Ling,&Hum Iden	3		
Electives:			
Education Courses:			
Foundations of Ed	3		
Drug Ed	1		
Princ of Sec Ed	3		
Meth of Teachg Sec Eng	3		
Student Teaching	12		

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/4/87

STUDENT CHECK SHEET

MATHEMATICS (B.A

NAME ____________________

TRANSFER ____________________

ADM TO MAJOR ____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Intro to Music	2		
Science,Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)	3		
Philosophy	3		
Freshman Seminar	2		
Eng Essen (if req'd)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Elec from Hist/Soc Sci	3		
Behavioral Science	3		
New Testament course	3		
Old Testament course	3		
Foreign Language (0-9)			
Physical Education			
Fund. of Phys. Ed.	2		
PE Skills course	1		

MAJOR REQUIREMENTS (30 sem. hrs.--mathematics)	SHr	GR	PTs
Elementary Statistics	3		
Calculus I	4		
Calculus II	4		
Calculus III	4		
Linear Algebra	3		
Real Analysis	3		
Math Modeling	3		
REQUIRED SUPPORTING COURSES:			
Physics 201	4		
Physics 202	4		
Natural Science elective	3-4		
Intro to Computers I	1		
Intro to Computers II	1		
BASIC Programming I	1		
BASIC Programming II (if needed)	1		
EDUCATION COURSES:			
General Electives:			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

STUDENT CHECK SHEET

MATHEMATICS (B.S.)

273

NAME________________________

TRANSFER________________________

ADM TO MAJOR________________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Intro to Music	2		
Science,Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)			
	3		
Philosophy			
	3		
Freshman Seminar	2		
Eng Essen (if req'd)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Elec. from Hist/Soc Sci			
	3		
Behavioral Science			
	3		
New Testament course			
	3		
Old Testament course			
	3		
Foreign Language (0-9)			
Physical Education			
Fund. of Phys. Ed.	2		
PE Skills course	1		

MAJOR (52 sem. hrs.)	SHr	GR	PTs
MATH (30 sem. hrs.)			
Elementary Statistics	3		
Calculus I	4		
Calculus II	4		
Calculus III	4		
Linear Algebra	3		
Mathematical Modeling	3		
Real Analysis			
Math Electives (6)	3		
PHYSICS (12 sem. hrs.)			
Physics 201	4		
Physics 202	4		
Physics 203	4		
COMPUTER SCIENCE			
Intro to Computers I	1		
Intro to Computers II	1		
BASIC Programming I	1		
BASIC Programming II (if needed)	1		
Electives from Nat.Sci, Comp.Sci./ Math--to bring total to 52 sem hrs			
General Electives:			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO 1-88

STUDENT CHECK SHEET
274

PHYSICS B.A. & B.

NAME____________________

TRANSFER____________________

ADM TO MAJOR____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Intro to Music	2		
Science, Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)	3		
Philosophy	3		
Freshman Seminar	2		
Eng Essen (if req'd)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Elec from Hist/Soc Sci	3		
Behavioral Science	3		
Foreign Language (0-9)			
Physical Education			
Fund of Phys Ed	2		
PE Skills course	1		
New Testament course	3		
Old Testament course	3		

MAJOR			
(B.A. - 30 sem.hrs.)			
Physics 201	4		
Physics 202	4		
Physics 203	4		
Atom Phy & Quant Mech I	3		
PLUS 15 hrs (Physics 300-400 level)			
Physics--General Electives (6 hrs)			
PLUS:			
Calculus I	4		
Calculus II	4		
Calculus III	4		
Physics B.S.--52 sem.hrs. in science and math			
Prin of Chem I	3		
Prin of Chem I lab	1		
Prin of Chem II	3		
Prin of Chem lab	1		
Recommended:			
Intro to Computers I	1		
Intro to Computers II	1		
BASIC Progr. I	1		
BASIC Progr. II	1		
Pascal or Fortran	3		
Education courses:			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO-1/88

APPENDIX 4

CHECKSHEETS
FOR OTHER PROGRAMS

STUDENT CHECK SHEET ACCOUNTING

NAME ______________________ TRANSFER ______________________

ADM TO MAJOR ______________________

GENERAL REQUIREMENTS	SHr	GR	Pts
Intro to Visual Arts OR Intro to Music			
Science, Tech & Society			
Today's Wld/Grt Issues			
History (200 level)			
Philosophy (200 level)			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Elec Hist/Soc Sci			
Behavioral Science			
Lab Science			
New Testament course			
Old Testament course			
Math Essentials			
Foreign Language			
Physical Education			
Fundamentals of PE			

MAJOR REQUIREMENTS (75 hours)	SHr	GR	Pts
Prin of Acct I (201)	3		
Prin of Acct II (202)	3		
Interm Acct I (313)	3		
Interm Acct II (314)	3		
Cost Acct (311)	3		
Tax Acct (312)	3		
Advanced Acct (410)	3		
Auditing	3		
Seminar in Acct (420)	3		
Internship (400)	3		
Prin of Econ I (201)	3		
Prin of Econ II (202)	3		
Inte Price Theory	3		
Corporate Finance I(321)	3		
Corporate Fin II (322)	3		
Business Law I (210)	3		
Business Law II (211)	3		
Intro to Business (120)	3		
Management Prin (323)	3		
Alg for Prof Prog (121)	3		
Calc for Prof Prog (122)	3		
Elementary Stats (200)	3		
Intro to Comp I (101A)	1		
Intro to Comp II (101B)	1		
BASIC Prog I (102)	1		
ACC and BUA electives (6 hrs.)			
	3		
	3		

DATE	SEM.HRS.	FS	TR.CR.	F'S	P'S	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/6/87

STUDENT CHECK SHEET A

NAME 278

TRANSFER

ADM TO MAJOR

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Music	2		
Science, Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)	3		
Philosophy	3		
Freshman Seminar	2		
English Essentials (if nec	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Elec from Hist/Soc Sci	3		
Behavioral Science	3		
Lab Science	3-4		
New Testament course	3		
Old Testament course	3		
Mathematics	3		
Foreign Language	9		
Physical Education			
Fund of Phys Ed	2		
	1		

MAJOR (40 sem.hrs.)			
Foundation			
Basic Drawing			
Two Dimensional Design			
Figure Drawing			
3-Dimensional Design			
Art History I			
Art History II			
Art History III			
Drawing & Painting I			
Printmaking I			
Sculpture I			
Ceramics I			
Senior Seminar			
Art Electives: (6 sem.hrs.)			
Drawing & Painting II			
Drawing & Painting III			
Printmaking II			
Printmaking III			
Sculpture II			
Sculpture III			
Intro to Graphic Design			
Ceramics II			
Ceramics III			
Arts & Crafts			
Photography I			
Photography II			
Photography III			
Lettering			
Independent Study			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

3;3

STUDENT CHECK SHEET

BIOLOGY (B.S.)
(MED. TECH.)

NAME

TRANSFER

ADM TO MAJOR

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
OR			
Intro to Music			
Science, Tech & Soc.			
Today's Wld/Grt Issues			
History (200 level)			
Philosophy			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Elec from Hist/Soc Sci			
Behavioral Science			
New Testament course			
Old Testament course			
Foreign Language			
Physical Education			
Fund of Phys Ed			
PE Skills Course			
Electives:			

MAJOR (33 sem. hrs)	SHr	GR	PTs
General Biology I			
General Biology I Lab			
Human A & P I			
Human A & P I Lab			
Human A & P II			
Human A & P II Lab			
Microbiology			
Microbiology Lab			
Biochemistry			
Biochemistry Lab			
Immunology			
Seminar			
Plus:			
Intro to Computers I			
Intro to Computers II			
BASIC Programming I			
OR			
Math 200			
Prin of Chemistry I			
Prin of Chem I Lab			
Prin of Chemistry II			
Prin of Chem II Lab			
Organic Chemistry I			
Organic Chem I Lab			
Organic Chemistry II			
Organic Chem II Lab			

Plus:
Twelve-month program in accredited school of medical technology.

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.CR.PTS.	GPA	TOT.SEM.HRS.

RO/12/87

STUDENT CHECK SHEET
280

BUSINESS ADMINISTRATION (B.S.)

NAME ____________________

TRANSFER ____________________

ADM. TO MAJOR ____________________

GENERAL REQUIREMENTS	SHr	GR	Pts
Intro to Visual Arts			
Intro to Music			
Science,Tech. & Society			
Today's Wrld/Grt Issues			
History (200 level)			
Philosophy			
** Business Ethics			
Freshman Seminar			
English Essentials			
Principles of Writing			
Intro to Literature			
Principles of Speech			
Elec. from Hist/Soc Sci.			
Behavioral Science			
Lab Science			
New Testament course			
Old Testament course			
Foreign Language			
Physical Education			
Fund. of P.E.			

**Recommended

MAJOR REQUIREMENTS (51 semester hours)	SHr	GR	Pts
Intro to Business			
Prin. of Economics I			
Prin. of Economics II			
Corporate Finance I			
Albegra for Prof.Prog.			
Calculus for Prof.Prog.			
Intro to Comp.Prog. I			
Intro to Comp.Prog. II			
BASIC Programming I			
Elementary Statistics			
Marketing			
Business Law I			
Prin. of Accounting I			
Prin. of Accounting II			
Internship			
Integrative Bus.Policy			
Prin. of Management			
Major Electives (6 hours)			
Minor (18 hours)			
General Electives			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOTAL GR. PTS.	GPA	TOTAL SEM.HRS.

RO/9/86

STUDENT CHECK SHEET

COMMUNICATION (B.A.)

281

NAME ____________________

TRANSFER ____________________

ADM TO MAJOR ____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
Intro to Music			
Science,Tech & Society			
Todays Wld/Grt Issues			
History (200 level)			
Philosophy			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Elec. from Hist/Soc Sci			
Behavioral Science			
Lab Science			
Mathematics			
Intro to Computers			
BASIC Programming			
Old Testament course			
New Testament course			
Foreign Language			
Physical Education			
Fund. of Phys. Ed.			

MAJOR REQUIREMENTS (51-57 hrs)	SHr	GR	PTs
Core Courses (15 hours)			
Intro to Comm Arts	3		
Intro to Mass Comm	3		
Lang,Ling & Hum Iden	3		
Prin of Per & Crit	3		
DecMak & Eth in Comm	3		
(A)Theoretical (6-9 hrs)			
Inter & Nonv Comm	3		
Studies in Comm	3		
Cross-Cultural Comm	3		
Clas & Mod Rhetoric	3		
(B)Oral (3-6 hrs)			
Argument & Debate	3		
Oral Int/Dict & Deliv	3		
Org Comm & Leadership	3		
(C)Written (3-6 hrs)			
Business Comm	3		
Creative Writing	3		
Journalism	3		
Anal & Crit/ContCult	3		
(D)Media (3-6 hrs)			
Bas Video & Audio Pro	3		
Emerging Technologies	3		
Comm Law & Policy	3		
Comm,Society & Future	3		

Required: Core (15 hrs) + courses within prescribed limits of A-D = 33 hours + 18 - 24 hours from one of 6 groups listed on back.

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

CONCENTRATIONS (18-24 hrs from one concentration - Internship & Seminar required)

Business

Intro to Business	3		
Personnel Management	3		
Management Principles	3		
Marketing	3		
Prin of Accounting I	3		
Business Law I	3		
Corporate Financing I	3		
Prin of Economics I	3		
Calc for Prof Prog	3		
Internship	3		
Seminar	1		

Graphic Design

Basic Drawing	3		
Two-Dimen Design	3		
Three-Dimen Design	3		
Intro to Graph Des	3		
Lettering	3		
Photography I	3		
Photography II	3		
Internship	3		
Seminar	1		

Social Science

Devel Psychology	3		
Social Psychology	3		
Couns Theory & Prac	3		
Abnormal Psychology	3		
Modern Social Problems	3		
Minority Groups	3		
Hist of Sociology	3		
Prin of Economics I	3		
Elementary Statistics	3		
Internship	3		
Seminar	1		

Computer Science

COBOL	3		
Pascal	3		
Data Structures	3		
Digit Computer Organ	3		
Systems Analysis	3		
Simulation	3		
Computer Graphics	3		
Calc for Prof Prog	3		
Elementary Statistics	3		
Internship	3		
Seminar	1		

Language and Literature

Survey of Eng Lit I	3		
Survey of Eng Lit II	3		
Shakespeare	3		
American Lit I	3		
American Lit II	3		
German Lit in Trans	3		
Novel	3		
Cont Literature	3		
Internship	3		
Seminar	1		

Telecommunication

Basic Video & Audio	3		
Emerging Technologies	3		
Comm Law & Policy	3		
Comm,Soc & Future	3		
Photography I	3		
Internship	3		
Seminar	1		

STUDENT CHECK SHEET

COMPUTER SCIENCE (B.S.)
(BUSINESS TRACK)

NAME____________________

TRANSFER____________________

ADM TO MAJOR____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
Intro to Music			
Science,Tech & Soc			
Today's Wld/Grt Issues			
History (200 level)			
Philosophy			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Elec. from Hist/Soc Sci			
Behavioral Science			
Lab Science			
New Testament course			
Old Testament course			
Foreign Language			
Physical Education			
Fund. of Phys Ed			

MAJOR REQUIREMENTS (53-54 semester hours)	SHr	GR	PTs
Intro to Computers I			
Intro to Computers II			
BASIC Programming I	1		
BASIC Programming II (if needed)	1		
COBOL (150)	3		
Data Structures (211)	3		
Dig. Comp. Organ. (250)	3		
Systems Analysis (301)	3		
Internship (450)	3		
COMPUTER SCIENCE ELECTIVES--6 hours			
COMPUTER SCIENCE ELECTIVES--9 hours (300-400 level)			
Algebra for Prof.Prog.	3		
Calculus for Prof.Pro.	3		
Elementary Statistics	3		
Prin of Accounting I	3		
Prin of Accounting II	3		
Intro to Business	3		
Prin of Economics I	3		
General Electives:			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

STUDENT CHECK SHEET

COMPUTER SCIENCE (B.S.)
(SCIENCE-MATH TRACK

NAME ______________________________

TRANSFER ______________________________
ADM TO MAJOR ______________________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
Intro to Music			
Science,Tech & Society			
Today's Wld/Grt Issues			
History (200 level)			
Philosophy			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Elec from Hist/Soc Sci			
Behavioral Science			
New Testament course			
Old Testament course			
Foreign Language			
Physical Education			
Fund of PE			
General Electives			

MAJOR REQUIREMENTS (65-66 semester hours)	SHr	GR	PTs
Intro to Computers I			
Intro to Computers II			
BASIC Programming I			
BASIC Programming II (if needed)			
PASCAL (160)	3		
Data Structures (211)	3		
Dig. Comp. Organ. (250)	3		
Systems Analysis (301)	3		
Internship (450)	3		
COMPUTER SCIENCE ELECTIVES--6 hours			
COMPUTER SCIENCE ELECTIVES--9 hours (300-400 level)			
Elementary Statistics	3		
Calculus I	4		
Calculus II	4		
Calculus III	4		
Numerical Analysis	3		
Math Modeling	3		
Physics 201	4		
Physics 202	4		
Physics 203	4		

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

STUDENT CHECK SHEET

CONTEMPORARY MINISTRIES (B.A.)

NAME ______________________________

TRANSFER ______________________________

ADM TO MAJOR ______________________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
Intro to Music			
Today's Wld/Grt Issues			
Old Testament course			
Science,Tech & Soc			
History (200 level)			
Philosophy			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Elec from Hist/Soc Sci			
Behavioral Science			
Lab Science			
Mathematics			
New Testament course			
Foreign Language			
Physical Education			
Fund of Phys Ed			

MAJOR REQUIREMENTS (72 hours)	SHr	GR	PTs
Bib. Literature and/or Religion (12 hours)			
Concentrations--must complete 2 of 5			
Educational Ministries (28 hours)			
Developmental Psych	3		
Counsel,Theory & Prac	3		
Philosophical Ethics	3		
Educational Psychology	4		
Audio-Visual Methods OR Meth & Media in Ch.Ed.	3		
Foundations in Ch.Ed.	3		
Applied Learning Theo:	3		
Moral Development	3		
Prog.Dev.for Cont.Min.	3		
Philosophy of Religion	3		
Music Ministry (28 hours)			
Music Lit. Elective	2		
Music Lit. Elective	2		
Music in the Church	3		
Theory Electives--6 hours			
Conducting Electives--4 hours			

Instrument,Voice,Ensemble--11 hours

___ ___ ___, ___ ___ ___, ___ ___ ___
___ ___ ___, ___ ___ ___, ___ ___ ___
___ ___ ___, ___ ___ ___, ___ ___ ___

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

Social Ministries--30 hours

Principles of Soc.	3		
Modern Social Prob.	3		
Marriage & Family	3		
Minority Groups	3		
Counsel.Theo & Prac	3		
Fund. of Soc. Interv.	3		
Soc Work w/Families or Social Work w/Groups	3		
Psychosocial Treat.	3		
Phil. Ethics	3		
Electives in Soc/ Social Work	3		

Youth Ministries--27 hours

Found of Ch.Ed.	3		
Audio-Visual Meth. or Meth&Med of Ch.Ed.	3		
Intro to Camping	3		
Applied Learn.Theo: Moral Development	3		
Youth Ministries	3		
Program Devel. for Cont. Min.	3		
Counsel. Theo & Prac	3		
Philosophical Ethics	3		
Philosophy of Religion	3		

Counseling--30 hours

Develop. Psych.	3		
Counsel.Theo & Prac	3		
Social Psychology or Personality Theory	3		
Abnormal Psychology	3		
Psy & Chris. Seminar	3		
Advanced Counseling	3		
Marriage & Family	3		
Electives in Psychology--6 hours			
Philosophical Ethics	3		

Practicum (6-9 hours)

STUDENT CHECK SHEET

CRIMINAL JUSTICE

NAME

TRANSFER

ADM TO MAJOR

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts OR Intro to Music			
Science,Tech & Society			
Todays Wld/Grt Issues			
History 203			
Philosophy (200 level)			
Freshman Seminar			
English Essentials			
Principles of Writing			
Intro to Literature			
Principles of Speech			
Prin of Sociology			
General Psychology			
Dev. Human Biology			
Dev. Human Biology Lab			
New Testament course			
Old Testament course			
Mathematics 200			
Foreign Language			
Physical Education Fund of PE			

MAJOR	SHr	GR	PTs
Intro Crim Justice	3		
Judicial Systems	3		
Fund Law Enforcement	3		
Crmnl Law & Processing	3		
Corrections	3		
Juvenile Delinquency	3		
Criminology	3		
Topics in Crmnl Just	3		
Integrative Sem	2		
Internship	5		
SUPPORT CORE			
Drug Education	1		
Prin Pol Sci OR American Government	3		
Social Problems	3		
Minority Groups	3		
Communities in Trans	3		
Soc Deviance & Contr	3		
Social Research	3		
CSC 101 A	1		
CSC 101 B	1		
CSC 102 A	1		
Electives			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

4/29/87

STUDENT CHECK SHEET

FINE AR
ART EMPHASI

NAME ____________________ TRANSFER ____________________
ADM TO MAJOR ____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
Intro to Music			
Science, Tech & Society			
Todays Wld/Grt Issues			
History (200 level)			
Philosophy			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Elec from Hist/Soc Sci			
Behavioral Science			
Lab Science			
Old Testament course			
New Testament course			
Mathematics			
Foreign Language			
Physical Education			
Fund of Phys Ed			

ART (22 sem. hrs.)			
Basic Drawing			
Two Dimensional Design			
Figure Drawing			
Art History III			
Drawing & Painting I			
Printmaking I			
Sculpture I			

MUSIC (7 1/2 sem.hrs.)

Track A

Theory 101 ___ ___ ___

Applied (3 sem. hrs.)

___ ___ ___;___ ___ ___;___ ___ ___
___ ___ ___;___ ___ ___;___ ___ ___

Ensemble (1 or 2 sem.hrs.)

___ ___ ___;___ ___ ___;___ ___ ___
___ ___ ___;___ ___ ___;___ ___ ___

Track B

Theory 101 ___ ___ ___

Intro to Music Lit ___ ___ ___

Applied (2 or 3 sem.hrs.)

___ ___ ___;___ ___ ___;___ ___ ___
___ ___ ___;___ ___ ___;___ ___ ___

~~Speech (2 sem.hrs.)~~ ___ ___ ___

Electives:(16 sem.hrs. in art,music, audio visual aids,communications)

Education:

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

NAME____________________ TRANSFER____________________
ADM TO MAJOR____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Intro to Music	2		
Science, Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)	3		
Philosophy	3		
Freshman Seminar	2		
English Essentials(if nec)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Elec from Hist/Soc Sci	3		
Behavioral Science	3		
Lab Science	3-4		
Old Testament course	3		
New Testament course	3		
Mathematics	3		
Foreign Language	9		
Physical Education			
Fund of Phys Ed	2		
	1		

ART (12 sem.hrs.)			
Basic Drawing	3		
Two-Dimensional Design	3		
Figure Drawing	3		
Art History	3		

MUSIC (18 sem.hrs.)			
Sightsinging (105)	1		
Sightsinging (106)	1		
Sightsinging (107)	1		
Theory 101	3		
Theory 102	3		
Intro to Music Lit(110)	2		

Applied (5 sem.hrs.)__________

___ ___ ___;___ ___ ___;___ ___ ___
___ ___ ___;___ ___ ___;___ ___ ___
___ ___ ___;___ ___ ___;___ ___ ___

Ensemble (2 sem.hrs.)__________

___ ___ ___;___ ___ ___;___ ___ ___
___ ___ ___;___ ___ ___;___ ___ ___

Electives:(16 sem.hrs. in art,music, audio-visual aids, communication)

Education:

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/12/87

STUDENT CHECK SHEET

GERONTOLOGY (B.A

NAME______________________________

TRANSFER______________________________

ADM TO MAJOR__________________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
Intro to Music			
Science,Tech & Society			
Today's Wld/Grt Issues			
History: 20th Cent.			
Philosophy: Bioethics			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
General Psychology			
Prin of Sociology			
Develop. Human Biology			
Dev. Human Bio. Lab			
Old Testament course			
New Testament course			
Elementary Statistics			
Foreign Language			
Physical Education			
Fund. of Phys Ed			

MAJOR REQUIREMENTS (51 hours)	SHr	GR	PTs
Gerontology (31 hours)			
Aging & Life:Intro Ger.			
Aging: Ind & Soc Persp			
Helping Older Persons			
Soc. Research Methods			
Care of Aging in Action			
Field Experience			
Field Experience Sem.			
Topics in Gerontology			
Major Elective (9 hours)			
Vitality and Aging			
Models of Care			
Death & Bereavement			
Health Needs of Aging			
Dynamics/Hum.Ser.Org.			
Independent Study			
Supporting Courses (20 hours)			
Intro to Computers I			
Intro to Computers II			
Modern Social Prob.			
Intro to Business			
Developmental Psych.			
Marriage & Family			
Social Policy			
Abnormal Psychology			
General Electives			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

STUDENT CHECK SHEET

HISTORY (B.A.

NAME ____________________

TRANSFER ____________________

ADM TO MAJOR ____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Intro to Music	2		
Science,Tech& Society	2		
Today's Wld/Grt Issues	2		
Philosophy			
	3		
Freshman Seminar	2		
English Essentials	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Elec from Hist/Soc Sci			
	3		
Behavioral Science			
	3		
Lab Science			
	3-4		
New Testament course			
	3		
Old Testament course			
	3		
Mathematics			
	3		-
Foreign Language (0-9)			
Physical Education			
Fund. of Phys. Ed.	2		
	1		

MAJOR (33 semester hours)			
American Studies (2)			
20th Century	3		
U.S. Diplomatic	3		
Constitutional Hst.	3		
Intell. & Social	3		
European History			
	3		
European History			
	3		
Prin of Pol. Science OR			
American Government	3		
Prin of Economics I	3		
Seminar in Hist. Topics	3		

MINOR ____________________

Electives:

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

STUDENT CHECK SHEET HUMANITI

NAME 292

TRANSFER

ADM TO MAJOR

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
Intro to Music			
Science, Tech & Society			
Todays Wld/Grt Issues			
History (200 level)			
Philosophy			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Elec from Hist/Soc Sci			
Behavioral Science			
Lab Science			
Old Testament course			
New Testament course			
Mathematics			
Foreign Language			
Physical Education			
Fund of Phys Ed			

MAJOR (45 sem. hrs.)	SHr	GR	PTs
21 hr. concentration			
9 hr. concentration			
6 hr. concentration			
6 hr. concentration			
Electives:			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

STUDENT CHECK SHEET

MUSIC (B.A.)

NAME ______________________

TRANSFER ______________________ 293

ADM TO MAJOR ______________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Science, Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)	3		
Philosophy	3		
Freshman Seminar	2		
English Essentials(if nec)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	3		
Elec from Hist/Soc Sci	3		
Behavioral Science	3		
Lab Science	3-4		
Old Testament course	3		
New Testament course	3		
Mathematics	3		
Foreign Language	9		
Physical Education			
Fund of Phys Ed	2		
	1		

MAJOR (39-40 sem.hrs.)	SHr	GR	PTs
Sightsinging 105	1		
Sightsinging 106	1		
Sightsinging 107	1		
Theory 101	3		
Theory 102	3		
Theory 103	3		
Intro to Music Lit(110)	2		
History of Music (206)	2		
History of Music (304)	3		
History of Music (305)	2		
Basic Conducting (295)	2		
Form & Analysis (401)	2		
OR			
Orch & Chor Arrang(406)	3		
Music Electives: (5 sem.hrs)			
Choral Conducting	2		
Instrumental Cond	2		
Theory 201, 202	3		
School Music Methods	2		
Musical Stage Perf	2		
Dev 20th Cent Theory	3		
Piano or Vocal Lit	2		

Applied Major (5) ______________________

1st year ___ ___ ___; ___ ___ ___

2nd year ___ ___ ___; ___ ___ ___

3rd year ___ ___ ___; ___ ___ ___

4th year ___ ___ ___; ___ ___ ___

Applied Minor (optional) ______________________

1st year ___ ___ ___; ___ ___ ___

2nd year ___ ___ ___; ___ ___ ___

3rd year ___ ___ ___; ___ ___ ___

4th year ___ ___ ___; ___ ___ ___

Ensemble (4) ______________________

1st year ___ ___ ___; ___ ___ ___

2nd year ___ ___ ___; ___ ___ ___

3rd year ___ ___ ___; ___ ___ ___

4th year ___ ___ ___; ___ ___ ___

DATE	SEM.HRS.	FS	TR.CR.	F's	P's

TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/ 12/87

STUDENT CHECK SHEET

MUSIC (B.S.)— APPLIED PIANO
EMPHASIS ON PIANO PEDAGOGY
Total Hours Required: 128

NAME ____________________

TRANSFER ____________________

ADM TO MAJOR ____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Science, Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)	3		
Philosophy	3		
Freshman Seminar	2		
English Essentials(if nec)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
Behavioral Science	3		
Elec from Hist/Soc Sci	3		
Lab Science	3-4		
New Testament course	3		
Old Testament course	3		
Mathematics	3		
Foreign Language	9		
Physical Education			
Fund of Phys Ed	2		
	1		

MAJOR (76-85 sem.hrs.)	SHr	GR	PTs
Sightsinging (105)	1		
Sightsinging (106)	1		
Sightsinging (107)	1		
Theory (101)	3		
Theory (102)	3		
Theory (200)	3		
Theory (205)	3		
Intro to Music Lit	2		
History of Music (206)	2		
History of Music (304)	3		
History of Music (305)	2		
Basic Conducting (295)	2		
Form and Analysis(401)	2		
Piano Lit I (390)	2		
Piano Lit II (490)	2		
Music Electives:			
Applied Music--OVER			
General Electives			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/ 12/87

	SHr	GR	PTs
Piano Pedagogy (10)			
115	______	____	______
116	______	____	______
117	______	____	______
215	______	____	______
216	______	____	______
Field Experience (6)			
217	______	____	______
218	______	____	______
317	______	____	______
418	______	____	______

Applied Piano (16)

______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______

Ensemble (4)

______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______

Accompanying (4)

______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______

Recital

____

STUDENT CHECK SHEET
296

MUSIC (B.S.)— APPLIED VOICE
EMPHASIS ON VOCAL PEDAGOGY

NAME ______________________

TRANSFER ______________________
ADM TO MAJOR ______________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts	2		
Science, Tech & Society	2		
Todays Wld/Grt Issues	2		
History (200 level)	3		
Philosophy or Ethics	3		
Freshman Seminar	2		
English Essentials (if nec)	2		
Prin of Writing	3		
Intro to Literature	3		
Prin of Speech	2		
General Psychology	3		
Developmental Psych	3		
Lab Science	3-4		
New Testament course	3		
Old Testament course	3		
Mathematics	3		
Foreign Language	9		
Physical Education Fund of Phys Ed	2		
	1		

MAJOR	SHr	GR	PTs
Sightsinging (105)	1		
Sightsinging (106)	1		
Sightsinging (107)	1		
Theory (101)	3		
Theory (102)	3		
Theory (200)	3		
Theory (205)	3		
Intro to Music Lit (110)	2		
History of Music (206)	3		
History of Music (304)	2		
History of Music (305)	2		
Basic Conducting (295)	2		
Form & Analysis (401)	2		
Musical Stage Perf	2		
Vocal Lit I (391)	2		
Vocal Lit II (491)	2		
Music Electives:			
General Electives:			

Vocal Pedagogy--SEE OVER
Applied Music--SEE OVER
Field Experience--SEE OVER

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/ 12/87

Applied Voice
______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______

Applied Piano
______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______

Ensemble
______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______
______ ______ ______; ______ ______ ______

Field Experience
219 _____ _____ _____; 220 _____ _____ _____
319 _____ _____ _____; 420 _____ _____ _____

Vocal Pedagogy
209 _____ _____ _____
309 _____ _____ _____
409 _____ _____ _____

Recital
____

STUDENT CHECK SHEET

298

MUSIC (A.S.)
PIANO PEDAGOGY

NAME

TRANSFER

ADM TO MAJOR

GENERAL REQUIREMENTS (21 sem. hrs)	SHr	GR	PTs
Old Testament Lit	3		
New Testament course	3		
English Essentials (if nec)	2		
Prin of Writing	3		
Freshman Seminar	2		
General Psychology	3		
Develop Psychology	3		
Physical Education	2		
Electives (3 sem.hrs.)			

MUSIC (29 sem. hrs.)	SHr	GR	PTs
Theory (9 sem. hrs)			
101	3		
102	3		
200	3		
205(if exmpt frm 101)			
History of Music	2		
OR			
Piano Lit	2		
Intro to Music Lit	2		
Sightsinging (3 sem.hrs.)			
115	1		
116	1		
117	1		
Applied Piano (8 sem. hrs.)			
Music Elective (1 sem. hr.)			
Ensemble (4 sem. hrs.)			
Piano Pedagogy (12 sem. hrs.)			
115	2		
116	1		
117	2		
215	3		
216	2		
Field Experience			
217	1		
218	1		

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/ 12/87

STUDENT CHECK SHEET

NATURAL SCIENCE (A.S.)

299

NAME____________________

TRANSFER____________________

ADM TO MAJOR____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
OR			
Intro to Music			
Old Testament course			
Science,Tech & Society			
Freshman Seminar			
English Essentials			
Prin of Writing			
New Testament course			
Elec. from Hist/Soc Sci			
Physical Education			
Fund. of Phys. Ed.			

MAJOR REQUIREMENTS	SHr	GR	PTs
General Biology			
Gen. Biology Lab			
Biology elective			
Prin of Chemistry I			
Prin of Chem I Lab			
Prin of Chemistry II			
Prin of Chem II Lab			
Organic Chemistry I			
Organic Chem I Lab			
Organic Chemistry II			
Organic Chem II Lab			
Calculus I			
Calculus II			
OR			
Algebra for Prof.Prog.			
Calculus for Prof.Prog.			
General Physics 101			
General Physics 102			
OR			
Phys Engr, Sci I			
Phys Engr, Sci II			
Electives			
Recommended:			
Intro to Computers I			
Intro to Computers II			
BASIC Programming I			
Elec & Elec Instruments			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/12/87

STUDENT CHECK SHEET

NURSING (B.S.)

NAME 300

TRANSFER

ADM. TO MAJOR

GENERAL REQUIREMENTS	SHr	GR	Pts
Intro to Visual Arts OR Intro to Music			
Science,Tech,&Society			
Today's World			
Freshman Seminar			
General Psychology			
Developmental Psych.			
Sociology			
General Biology			
General Biology Lab			
Human Anat. & Phys. I			
Human Anat. & Phys. IL			
Human Anat. & Phys. II			
Human Anat. & Phys. IIL			
Microbiology			
Microbiology Lab			
Basic Chemistry			
Intro to Chemistry I			
Intro to Chemistry IL			
Intro to Chemistry II			
Intro to Chemistry IIL			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Intro to Phil OR Ethics			
New Testament course			
Old Testament course			
History (200 level)			
Math			

MAJOR (56 hours)	SHr	GR	Pts
Intro to Nursing			
Health in the Community			
Prin of Nutrition			
Basic Health Needs			
Alterations in Health and Wholeness			
Group Process: Theo and Application			
Seminar in Nursing			
Promotion of Wholeness			
Studies in Nursing I			
Studies in Nursing II			
Manag. in Client Care			
Nursing Elective			

General Requirements, cont'd	SHr	GR	Pts
Physical Education			
Fund. of Phys. Ed.			
Foreign Language			
Electives: (6 credits including math and foreign lang.)			

DATE	SEM HRS	FS	TR CR	F's	P's	TOTAL GR PTS	GPA	TOTAL SEM HRS

RO/9/86

STUDENT CHECK SHEET

PHYSICAL SCIENCE (A.S.
(PRE-ENGINEERING

NAME______________________________

TRANSFER______________________________
ADM TO MAJOR__________________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts OR Intro to Music			
Science,Tech & Society			
English Essentials			
Prin of Writing			
Freshman Seminar			
New Testament course			
Old Testament course			
Electives from Hist/Soc Sci			
Physical Education			

MAJOR REQUIREMENTS (33-36 sem hrs)	SHr	GR	PTs
Prin of Chemistry I			
Prin of Chem I Lab			
Prin of Chemistry II			
Prin of Chem II Lab			
Intro to Computers I			
Intro to Computers II			
Calculus I			
Calculus II			
Calculus III			
Physics 201			
Physics 202			
Physics 203			
Recommended courses:			
Differential Equations			
Pascal			
Elec & Elec Instruments			
Electives:			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

STUDENT CHECK SHEET PRE-ENGINEERI
(CLARKSO

NAME 302
TRANSFER
ADM TO MAJOR

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
OR			
Intro to Music			
Science,Tech & Society			
Todays Wld/Grt Issues			
History (200 level)			
Philosophy			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Economics			
Behavioral Science			
New Testament course			
Old Testament course			
Foreign Language			
Physical Education			
Fund. of Phys. Ed.			

MAJOR	SHr	GR	PTs
Prin of Chemistry I			
Prin of Chem I Lab			
Prin of Chemistry II			
Prin of Chem II Lab			
Calculus I			
Calculus II			
Calculus III			
Differential Equations			
Physics 201			
Physics 202			
Physics 203			
Intro to Computers I			
Intro to Computers II			
BASIC Programming			
Two of the following:			
Elec&Elec Instrum			
Electronic Circuits			
Statics			
CHEMICAL ENGINEERING			
Analytical Chemistry			
Organic Chemistry I			
Organic Chem I Lab			
Organic Chemistry II			
Organic Chem II Lab			
Recommended:			
Physical Chemistry I			
Physical Chem I Lab			
Physical Chemistry II			
Physical Chem II Lab			
Instrumental Analysis			
FORTRAN			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

OVER

RO/9/86

Pre-Engineering
cont'd
CIVIL OR ENVIRONMENTAL ENGINEERING/
MECHANICAL & INDUSTRIAL ENGINEERING

FORTRAN ____ ___ ____
Elementary Statistics ____ ___ ____

Recommended:
Statics (see above) ____ ___ ____
General Biology
 (Environ. Bio. only) ____ ___ ____

ELECTRICAL & COMPUTER ENGINEERING

FORTRAN ____ ___ ____
Elementary Statistics ____ ___ ____

Recommended:
Elec Circuits ____ ___ ____
 (see above)

STUDENT CHECK SHEET PSYCHOLOGY (B.

NAME 304

TRANSFER

ADM TO MAJOR

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
Intro to Music			
Science, Tech & Society			
Todays Wld/Grt Issues			
History (200 level)			
Philosophy			
Freshman Seminar			
English Essentials (if needed)			
Prin of Writing			
Intro to Literature			
Prin of Speech			
*BIO 101 or 103 or 200			
New Testament course			
Old Testament course			
Foreign Language			
Physical Education			
Fund. of Phys Ed			

*Strongly recommended for lab science requirement

MAJOR REQUIREMENTS (31 sem. hrs.)	SHr	GR	PTs
General Psychology	3		
Experimental Psychology	3		
Elementary Statistics	3		
Two Courses From: (7)			
Psychology of Learning	4		
Physiological Psych	4		
History of Psychology	3		
Two Courses From: (6)			
Developmental Psych	3		
Human Sexuality	2-3		
Social Psychology	3		
Personality Theory	3		
Two Courses From: (6)			
Psychological Testing	3		
Counsel: Theo & Prac	3		
Abnormal Psychology	3		
Psych & Chris Sem	3		
Advanced Counseling	3		
One Course From: (3)			
Research Practicum	3		
Field Work	3-4		
Electives:			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

STUDENT CHECK SHEET RELIGION/PHILOSOPH

305

NAME ____________________ TRANSFER ____________________

ADM TO MAJOR ____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
Intro to Music			
Old Testament course			
Science, Tech & Society			
Todays Wld/Grt Issues			
History (200 level)			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Elec from Hist/Soc Sci			
Behavioral Science			
Lab Science			
Mathematics			
Foreign Language			
Physical Education			
Fund of Phys Ed			

MAJOR (30 sem. hrs)	SHr	Gr	PTs
Synoptic Gospels			
Acts & Pauline Epistles			
Minor Prophets			
Gospel of John			
Intro to Philosophy			
PHL 301, 302, or 303			
Theo Iss. in Hst Persp			
Phil of Religion or Cont Religious Thought			

Minor ____________________

Electives:

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

4/87

STUDENT CHECK SHEET

SOCIAL WORK (B.S

NAME______________________________

TRANSFER______________________________

ADM TO MAJOR______________________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
OR			
Intro to Music			
Science,Tech & Society			
Today's Wld/Grt Issues			
General Psychology			
History (200 level) (**201)			
Philsophy (**202)			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Develop. Human Biology			
Dev. Human Biology Lab			
Old Testament course			
New Testament course			
Foreign Language			
Physical Education			
Fund of Phys Ed			

**Recommended Courses

MAJOR REQUIREMENTS	SHr	GR	PTs
Prin of Sociology			
Intro to Cont Soc Work			
Elementary Statistics			
Minority Groups			
Marriage & Family			
Fund of Soc Interv.			
Hum. Behavior&Soc Env.			
Drug Education			
Social Welfare as Inst.			
Social Research Meth.			
Social Policy			
Aging&Life:Intro Ger			
Social Work w/Ind.			
Social Work w/Families			
Social Work w/Groups			
Commun. in Transition			
Social Work w/Commun			
Field Instruction			
Field Instruction Sem.			
Sem. in Bib. Perspec.			
Recommended			
- Social Problems			
Child Welfare			
Criminology			
Abnormal Psychology			
Soc Work in Hlth Care			
Intro to Computers I			
Intro to Computers II			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/9/86

STUDENT CHECK SHEET

SOCIOLOGY

307

NAME____________________

TRANSFER____________________

ADM TO MAJOR____________________

GENERAL REQUIREMENTS	SHr	GR	PTs
Intro to Visual Arts			
Intro to Music			
Science, Tech & Society			
Todays Wld/Grt Issues			
History (200 level)			
Philosophy			
Freshman Seminar			
English Essentials			
Prin of Writing			
Intro to Literature			
Prin of Speech			
Elec from Hist/Soc Sci			
Behavioral Science			
Lab Science			
Old Testament course			
New Testament course			
Mathematics			
Foreign Language			
Physical Education			
Fund of Phys Ed			

MAJOR (31 sem. hrs.) (no more than 6 hrs in Social Work)	SHr	GR	PTs
Prin of Sociology			
Modern Social Problems			
Minority Groups			
Commun in Transition			
Social Research			
History of Sociology			
Major Electives (12) (no more than 6 hrs in Social Work)			
General Electives:			

DATE	SEM.HRS.	FS	TR.CR.	F's	P's	TOT.GR.PTS.	GPA	TOT.SEM.HRS.

RO/4/87

APPENDIX 5

INFORMATION AND FORMS USED DURING STUDENT TEACHING

APPLICATION FOR STUDENT TEACHING page 311

EXPERIENTIAL EDUCATION PROGRAMS: DEPARTMENT OF TEACHER EDUCATION (Packet Sent Master Teachers) page 313

LESSON EVALUATION (Completed by College Supervisor after Each Observation) page 327

EVALUATION OF THE TEACHER EDUCATION PROGRAM (Completed by Master Teachers) page 328

EVALUATION OF THE TEACHER EDUCATION PROGRAM (Completed by Student Teachers) page 330

ADDITIONAL INFORMATION & FORMS USED IN CONNECTION WITH EDU 404 STUDENT TEACHING PRACTICUM (ART) page 333

Expected Graduation Date_______
Student Teaching Semester_______

ROBERTS WESLEYAN COLLEGE

Application for Student Teaching

Name______________________________________Date______________

Permanent Address_____________________________Phone______________

____
(City) (State) (Zip)

Address during placement_________________________Phone______________

____
(City) (State) (Zip)

Social Security Number________________________

PLACEMENT PREFERENCES:

Please indicate your first and second choices, where appropriate. Information given in this section may be updated or changed prior to February 1st.

1. Grade Level and Subject Area Preferences:

Elementary: ____K ____1 ____2 ____3 ____4 ____5 ____6
Circle one: A. Teaching major in ____________________
B. Concentration in ____________________
Minor in ____________________

Art: ____elementary ____middle ____junior high ____senior high

Music: ____instrumental ____vocal
____elementary ____middle ____junior high ____senior high

Secondary: ____English ____math ____social studies ____science(s)
____junior high ____senior high
Sciences certified to teach upon graduation:
Sciences you wish to teach during student teaching:

2. School Preferences:

If there are any schools you strongly wish us to consider or not to consider, please give the school name and your reasons.
NOTE: Placements are made within commuting distance of the College.

OTHER:

1. Will you have a car during student teaching? ____yes ____no
   NOTE: Students are responsible for their own transporation to schools. The College is not responsible for securing transportation.

2. Will you be taking any courses during student teaching, other than Audio-Visual Methods/Materials, Advanced Art Materials/Methods or applied music lessons? _____yes _____no
   NOTE: Students may not take courses in addition to student teaching without formal approval. Requests should be directed in writing to the chairperson of the Division of Teacher Education.
   If you checked yes, please explain:

3. Will you be working part-time during student teaching? ___yes ___no
   Have you read the "Policy Statement Regarding Working During Student Teaching"? ____yes ____no
   Have you completed the form, "Request for Approval to Work During Student Teaching"? ____yes ____no
   NOTE: Students may not work during student teaching without the formal approval of their Division(s). Both the "Policy Statement" and the "Request for Approval to Work" are available from the Teacher Education Office.

4. Do you have any concerns related to student teaching which you would like to discuss with someone in the Department? ____yes ____no
   If yes, please indicate your concern(s) below.

COMPLETION SIGNATURES:

Student____Date__________________

Faculty____Date__________________

EXPERIENTIAL EDUCATION PROGRAMS

Department of Teacher Education

18 66

Roberts Wesleyan College
2301 Westside Drive, Rochester, NY 14624-1997
716-594-9471

CONTENTS

Student Teacher's Resume

Student Teacher's Coursework

Student Teacher's Autobiographical Essay

Student Teaching Practicum: Goals and Objectives

Roles and Responsibilities

- The College and the College Supervisor
- The Master Teacher
- The Student Teacher

Evaluation of Student Teaching

SUZANNE M. OECHSLE

568 Whittier Road
Spencerport, New York 14559
(716) 594-0384

Career objective:

Teaching position in Mathematics at the high school level.

Education:

Bachelor of Science degree in Mathematics
Roberts Wesleyan College, May, 1989.
Minor - Secondary Education. GPA - 3.2/4.0

Professional experience:

Tutoring at the high school and college levels in Mathematics.

Work experience:

1985-present Sales assistant
Chili Doll Hospital and Victorian Doll Museum
North Chili, New York
Responsibilities include sales, monitoring and managing stock levels, overall maintenance

1985-present Dinner musician
Johnson House
Churchville, New York
Responsibilities include playing piano and singing during dinner hours

1985-1986 Waitress
Johnson House

Activities and Hobbies:

St. Pius Tenth Folk Group - director; give piano lessons; compose music, sing, play piano and guitar; and attend aerobic classes.

References:

Available upon request from:
Career Development Office
Roberts Wesleyan College
2301 Westside Drive
Rochester, New York 14624

ROBERTS WESLEYAN COLLEGE

Career Placement and Planning Office
2301 Westside Drive
Rochester, NY 14624

Name Suzanne M. Oechsle

College Courses:

Number and title of course	Hours
ART 118 Lettering	3
BIB 101 Old Testament Literature	3
BIB 102 New Testament Literature	3
CHM 111 Principles of Chemistry/Lab	4
CMC 101 Principles of Speech	2
CSC 101 Intro to Computers/BASIC Prog	3
CSC 170 FORTRAN Programming	3
EDU 202 Foundations of Education	3
EDU 205 Drug Education	1
EDU 302 Principles of Secondary Education	3
EDU 313 Methods of Teaching Secondary Math	3
EDU 360X Creative Experience for Skill Dev.	1
GED 100 Freshman Seminar	2
GED 201 Science, Technology, and Society	2
HST 201 20th Century American Studies	3
MTH 200 Elementary Statistics	3
MTH 201 Calculus I	4
MTH 202 Calculus II	4
MTH 203 Calculus III	4
MTH 302 Linear Algebra	3
MTH 303 Probability and Statistics	3
MTH 404 Math Modeling	3
MUS 101 Theory	3
MUS 275 Women's Choir	0
MUS 1003 Applied Voice	1
PE 100 Fundamentals of Physical Educ.	1
PE 108 Recreational Games	1
PE 109 Women's Basketball/Tennis	1
PHL 201 Intro to Philosophy	3
PHY 201 Physics I	4
PHY 202 Physics II	4
PHY 203 Physics III	4
PSY 101 General Psychology	3
PSY 201 Developmental Psychology	3
SOC 101 Principles of Sociology	3
SOC 204 Marriage and the Family	3

THIS IS NOT AN OFFICIAL TRANSCRIPT

SUZANNE MARIE OECHSLE

Autobiographical Essay

I am a Mathematics major with a Secondary Education minor attending Roberts Wesleyan College. My career goal is to teach math at the high school level. I wish to teach because I enjoy helping people. The reason I want to teach math is because many high school students have problems with it. They sometimes do not understand the purpose of math or the relevance it has to the real world. I want to help students to see how important math really is. My family has greatly influenced my attitudes and I feel that, as a teacher, I will be responsive, patient, and listen to their points of view.

I have many experiences working with children. In high school, I was involved with Future Teachers of America and I tutored students privately in math. My recent observation/participation experience enabled me to observe a junior high math teacher, help her, and also teach the students individually and as a group. This was a most memorable experience for me. Currently, I direct the music group in my church and I work with people from seventh grade and up. I tutor a high school student and I am a Teacher's Assistant, in which I tutor college students in math at night. I am very interested in music. I play the piano and guitar, and I enjoy singing. I also give piano lessons to children. Music is something that can be beneficial in teaching, especially high school, because it peaks interest.

I feel that, as a teacher, I can help students to help themselves. Math is very important in society today and students need to understand math, to be able to use it to further their growth, and to be a part of society. They need to apply the formulas they think are not useful and realize how much importance they really do have.

STUDENT TEACHING PRACTICUM

Goals

In teaching situations, students will apply their knowledge of:

- A. Subject matter
- B. Child and adolescent development
- C. Planning skills
- D. Instructional skills
- E. Classroom management skills
- F. Instructional materials
- G. Human relations skills and professionalism

Objectives

Students will demonstrate:

a. Application of knowledge of subject matter by planning and teaching lessons which are accurate and appropriate to level.

b. Application of knowledge of child/adolescent development by planning and teaching lessons which are appropriate to the age and maturational levels of the students.

c. Application of lesson planning skills by writing a lesson plan for each lesson taught.

c. Synthesis of planning skills by developing and teaching at least one unit.

d. Application of instructional skills by incorporating them in their teaching.

e. Comprehension of classroom management skills by observing management routines and expectations of the Master Teacher and by reflecting on them in journal entries during the first weeks of school.

e. Application of classroom management skills by incorporating them in their teaching.

f. Application of knowledge and use of instructional materials by selecting and using a variety of appropriate materials in their teaching.

g. Application of human relations skills by interrelating and communicating effectively with students, parents and school personnel.

g. Application of human relations skills by conducting themselves in a professional manner.

a-g. Application of teaching skills by assuming responsibility for the equivalent of a full teaching load for a minimum of a two-week period.

a-g. Analysis of their teaching by examining the effectiveness of their teaching in weekly journal entries and by writing appropriate individual objectives effecting needed improvements for the next week.

a-g. Evaluation of their teaching by evaluating each lesson taught. All lesson plans and evaluations of plans are to be kept in a binder at the school.

ROLES AND RESPONSIBILITIES

The roles and responsibilities of those involved in the student teaching practicum of Roberts Wesleyan College are outlined as follows:

The College and the College Supervisor:

1. To assure adequately prepared and competent students for the student teaching program.
2. To communicate and interpret goals, objectives, roles and responsibilities to the Master Teacher through written materials and informational meetings and to the Student Teacher through course syllabus, student teaching seminar and conferences following supervision.
3. To serve as liaison and resource person for all individuals involved in the student teaching experience.
4. To lead and coordinate the student teaching seminar.
5. To help the Student Teacher establish appropriate individual goals and objectives for the experience.
6. To provide constructive feedback to provide growth and development and to encourage self-evaluation by the Student Teacher, to observe the Student Teacher at least three times, and to meet with the Master Teacher in the school setting at least twice to discuss the Student Teacher's progress.
7. To determine the Student Teacher's final grade after conferring with the Master Teacher and the Student Teacher.
8. To communicate promptly concerns to the Student Teacher and the Master Teacher.
9. To express appreciation to the Master Teacher for more than half of a student teaching experience by providing a choice between (a) a $100 gift plus a $100 tuition waiver to be applied toward RWC continuing education classes or (b) a tuition waiver to be applied toward one RWC three-hour course for either the Sponsor Teacher or a student in the district; and to express appreciation to the Master Teacher for half or less than half of a student teaching experience by providing a tuition waiver to be applied toward one RWC three-hour course for either the Sponsor Teacher or a student in the district.

The Master Teacher:

1. To be familiar with the Student Teacher and the Teacher Education Program through materials received from the College and informational meetings planned by the College and to reaffirm the roles and responsibilities for the Student Teacher, as necessary.
2. To provide school orientation, observations and opportunities that will make the experience a valuable one for the Student Teacher.
3. To include, whenever possible, the Student Teacher in conferences, faculty meetings, school and district activities, e.g., open house, in-service workshops, superintendent's days, etc.
4. To involve the Student Teacher in the classroom to the greatest extent possible, including helping the Student Teacher assume responsibility for the equivalent of a full teaching load for a minimum of a two-week period.
5. To help the Student Teacher establish appropriate individual goals and objectives for the experience through conferencing regularly on an informal and formal basis.
6. To provide constructive feedback to provide growth and development and to encourage self-evaluation by the Student Teacher, to discuss both the mid-term and the final evaluations with the Student Teacher, and to meet with the College Supervisor in the school setting at least twice to discuss the Student Teacher's progress.
7. To communicate promptly concerns to the Student Teacher and the College Supervisor.

The Student Teacher:

1. To understand the roles and responsibilities of the Student Teacher, Master Teacher and College Supervisor and to assume all responsibilities of the Student Teacher.

2. To take full advantage of opportunities offered during the student teaching experience and to complete all responsibilities and requirements of student teaching in a prompt, careful and deliberate manner.

3. To participate in all student teaching seminars scheduled by the College Supervisor and all conferences, faculty meetings, school and district activities, e.g., open house, in-service workshops, superintendent's days, etc., scheduled by the Master Teacher.

4. To become involved in the classroom to the greatest extent possible, including assuming responsibility for the equivalent of a full teaching load for a minimum of a two-week period.

5. To be self-directed and assume responsibility for one's own learning by establishing appropriate individual goals and objectives and by taking the initiative in seeking help from the Master Teacher and the College Supervisor.

6. To participate in problem-solving sessions; to accept and utilize constructive feedback offered by the Master Teacher, College Teacher and peers (during student teaching seminars) for personal and professional growth.

7. To communicate promptly concerns to the Master Teacher and the College Supervisor.

8. To demonstrate professionalism by exemplifying the characteristics of honesty, integrity, good physical and mental health, and devotion to high morals; by maintaining standards of behavior which reflect the philosophy and goals of Roberts Wesleyan College; by judiciously protecting information of a confidential nature; by being supportive of pupils, Master Teacher, school, fellow student teachers and the College; by keeping the same hours as the Master Teacher, including following the school rather than the college calendar; by reporting promptly any illness or absence to the Master Teacher and the College Supervisor; by dressing appropriately for the experience, etc.

9. To devote full attention to student teaching. It is strongly recommended that Student Teachers have no other obligations, such as jobs or courses that infringe on time and effort that belong to student teaching. Students are not permitted to work unless they have the formal approval of the Division of Teacher Education and/or Fine Arts.

11/87

To be revised before 9/88.

Roberts Wesleyan College

Evaluation
of
Student Teaching

Student Name ______________________ Date ______________

Sponsor Teacher ______________________________________

Cooperating School ____________________________________

Address ____

____

Grade and/or Subject Taught ____________________________

____

____

Semester and Year _____________________________________

College Supervisor _____________________________________

Evaluation completed by: ________________________________

Sponsor Teacher Date

____

Student Teacher Date

____

College Supervisor Date

DIRECTIONS: CIRCLE APPROPRIATE PLACE ON THE CONTINUUM. FINAL EVALUATIONS: 0-9. MID-TERM EVALUATIONS: 0-7. PLEASE EXPLAIN/INTERPRET/DIAGNOSE IN SPACE TO THE RIGHT.

Evaluation based on the following:

8-9	Outstanding--needs no assistance
6-7	Good--needs little assistance
4-5	Fair--needs regular assistance
2-3	Weak--needs considerable assistance
0-1	Unsatisfactory

I. PERSONAL APTITUDE AND PROFESSIONALISM	High Low
A. Demonstrates a Commitment to Educating ALL students	9 8 7 6 5 4 3 2 1 0
Communicates an appreciation of the uniqueness and intrinsic value of each student	
Treats individuals with respect	
Listens to the student's viewpoint	
Apologizes when appropriate	
Plans time to allow informal conferencing	
Takes a personal interest in individuals	
Recognizes and responds to cultural differences	
B. Maintains Classroom Poise	9 8 7 6 5 4 3 2 1 0
Displays self-confidence verbally and non-verbally	
Uses facial expression consistent with verbal expression	
Meets unanticipated events with calmness and appropriate response	
Remains calm when faced with multiple demands	
C. Demonstrates Professional Attitude and Knowledge	9 8 7 6 5 4 3 2 1 0
Follows federal, state and local laws directly affecting teaching role	
Understands and implements school policies and procedures	
Confers with classroom teacher and other professionals	
Works effectively in a team situation	
Cooperates with other school personnel	
Carries out assigned responsibilities on time	
Sees things to do without being asked	
Attends meetings	
Specifies needs assertively and non-defensively	
Is willing to accept criticism	
Is able to use criticism constructively	

II. CLASSROOM MANAGEMENT AND STUDENT DISCIPLINE

A. Establishes and Maintains Physical Environment — High 9 8 7 6 5 4 3 2 1 0 Low

Plans flexible and appropriate seating arrangements
Uses display techniques to create a learning climate
Maintains good organization of materials
Provides for housekeeping details

B. Establishes Positive Affective Environment — 9 8 7 6 5 4 3 2 1 0

Establishes individual rapport
Establishes group rapport
Encourages positive peer group interaction
Listens to both sides of an issue
Contributes to a positive self-image for individuals
Responds to student questions positively

C. Guides and Manages Student Behavior — 9 8 7 6 5 4 3 2 1 0

Is aware of individual behaviors
Sets appropriate standards for each activity
Communicates standards to students
Foresees needs and problems
Uses preventive measures
Selects and uses appropriate action
Takes action at appropriate time
Uses positive reinforcement for behavior progress
Uses alternative management plans as necessary
Is consistent in maintaining standards
Implements transitions smoothly
Teaches classroom routines
Manages small groups effectively
Manages large groups effectively

III. INSTRUCTIONAL SKILL

A. Prepares Lessons and Units — 9 8 7 6 5 4 3 2 1 0

Develops long range unit planning
Develops appropriate lesson objectives
Plans activities relevant to objectives

High Low

B. Organizes Instructional Activities Materials and Time 9 8 7 6 5 4 3 2 1 0
Prioritizes tasks appropriately
Organizes teaching materials
Uses planning time efficiently

C. Demonstrates ability to motivate 9 8 7 6 5 4 3 2 1 0
Uses motivating strategies effectively
Projects an enthusiastic attitude
Provides incentives for the learning process

D. Demonstrates Skill in Lesson Presentation 9 8 7 6 5 4 3 2 1 0
Has necessary materials ready in advance
Uses lesson plans effectively
Communicates objectives
Teaches to objectives
Modifies plans and strategies when needed
Provides a model and/or examples
Employs a variety of learning activities
Shows ability to place a lesson both in terms of time and attention span of learners
Corrects own mistakes as necessary
Self evaluates teaching performance in accordance with lesson plan guidelines

E. Demonstrates Knowledge of Subject Matter 9 8 7 6 5 4 3 2 1 0
Displays breadth of knowledge of subject matter appropriate to level
Demonstrates knowledge of theory and content of pedagogy
Makes provision for finding needed information

F. Uses Questioning and Responding Techniques 9 8 7 6 5 4 3 2 1 0
Asks questions that require more than rote memory
Asks questions appropriate to the instructional objectives
Asks open-ended questions
Uses different levels of questioning
Gives students opportunities to ask questions
Uses questions to encourage divergent points of view
Gives students time to think
Accepts and builds on student responses

G. Uses Supplementary Materials 9 8 7 6 5 4 3 2 1 0
Develops and presents visual materials to enhance communication
Uses appropriate materials for a given lesson
Uses media to focus on learning objectives
Uses culturally sensitive materials
Uses a variety of instructional media
Utilizes available building and district resources
Identifies and uses materials from other sources

High Low

H. Provides for Individual Characteristics 9 8 7 6 5 4 3 2 1 0
Identifies student's present level of performance
Diagnoses some specific learning needs
Becomes acquainted with the interests of the learner
Relates instruction to the student's in and out-of-school experience
Makes realistic assignments according to individual characteristics
Demonstrates knowledge of and appreciation for socio-cultural-economic differences
Creates educational environments which contribute to student's self-esteem
Makes provisions as needed for exceptional students

I. Demonstrates Instructional Flexibility 9 8 7 6 5 4 3 2 1 0
Shares ideas and experiences with others
Listens to others' ideas
Tries new ideas
Responds to feedback from students
Monitors student responses to instruction
Modifies strategies and activities

J. Demonstrates Skill in Oral Communication 9 8 7 6 5 4 3 2 1 0
Gives clear, conciese directions and explanations
Uses correct grammar
Speaks distinctly
Projects voice appropriately
Uses variety of expression for different purposes
Uses variety in volume for different purposes
Paces speech appropriately
Adjusts to student's level yet enriches learner's vocabulary

K. Demonstrates Writing Skills 9 8 7 6 5 4 3 2 1 0
Uses correct grammar
Uses correct spelling
Writes legibly
Provides appropriate model in board work and other examples

L. Evaluates and Keeps Records 9 8 7 6 5 4 3 2 1 0
Keeps records of student progress
Guides students in self-evaluation
Evaluates written work appropriately
Makes helful comments to students
Assists teacher in making reports of student progress

Lesson Evaluation

Student Teacher____________________

Lesson (topic)______________ Date___________ Evaluator____________________

Classroom Procedures	Yes	No
Materials and equipment ready		
Student behavior expectations clear		
Record keeping organized/orderly		
Objectives		
Lesson objective(s) stated		
Purpose of lesson stated		
Appropriate level		
Connections to life;past or future learnings		
Input		
Methods/Strategy used (check) _____lecture ______ role play _____question/discussion_____A.V. _____other ____________________		
Logical/sequential presentation		
Modeling/Examples given		
Check for understanding		
Related to objective(s)		
Guided Practice		
Overt		
Related to learning objectives		
Closely monitored		
Reteach as necessary		
Closure		
Students recitation of expected learnings		
Independent Practice		
Related assignment given		

Check Principles of Learning Used

Rate and Degree

Set or review ____
Closure ____
Active Participation ____

Retention

Modeling ____
Practice ____
Meaning (personalized) ____

Motivation

Positive feeling tone ____
Knowledge of results ____
Accountability/expectancy ____
Interest ____
Success/achievement ____

Learning Transfer

Emphasis on similarities ____
Use of association ____
Identifying critical elements ____
Generalizations made ____

Enthusiasm

Vocal delivery: inflections ____
Body movements (eyes, face, etc.)
Word Selection ____
Accepts feelings/ideas ____

Comments: What went well or not so well in this lesson?! (Be Honest!)

To: 1987-88 Master Teachers
From: Teacher Education Office, Roberts Wesleyan College
Date: December, 1987
Re: Evaluation of the Teacher Education Program

The improvement of the Roberts Wesleyan College teacher education program depends on your helping to identify both strengths and weaknesses in all aspects of the program. Please take 5-10 minutes to respond to the following questions. The more specific your comments, the more helpful they will be, e.g., an explanation of especially high or low ratings on the reverse side would be especially helpful.

In which teacher preparation program was your student teacher? Circle one:

a. elementary b. secondary c. music d. art

Using the scale provided, please rate the preparation of your student teacher and the Teacher Education Program in the following areas:

	Outstanding	Satisfactory	Needs improvement	Unsatisfactory
1. The student's knowledge of the subject matter was:	1	2	3	4
2. The student's knowledge of child/adolescent development was:	1	2	3	4
3. The student's use of lesson planning skills was:	1	2	3	4
4. The student's use of instructional skills (Elements of Instruction) was:	1	2	3	4
5. The student's use of classroom management skills was:	1	2	3	4
6. The student's knowledge and use of materials was:	1	2	3	4
7. The student's use of human relations skills was:	1	2	3	4
8. The student communicated effectively with students, teachers, administrators and parents:	1	2	3	4
9. The student's use of audio-visual materials was:	1	2	3	4
10. Overall, the student's ability to integrate theory and practice in the classroom was:	1	2	3	4
11. The College's means of communicating its expectations for the student teaching program were:	1	2	3	4
12. Frequency of communication with the college supervisor was:	1	2	3	4
13. Usefulness of contacts with the college supervisor was:	1	2	3	4
14. Having two different college supervisors come observe was:	1	2	3	4

15. Was your student teacher taking Audio-Visual Methods and materials concurrently with student teaching? Circle one: yes no not sure

16. Would you be interested in having another RWC student teacher? Circle one: yes no perhaps

17. In what areas did you feel your student teacher's preparation was strong?

18. In what areas did you feel your student teacher's preparation was weak?

19. Were there any student teaching experiences which you felt were particularly valuable for your student teacher? Why?

20. Other comments or suggestions for improving the program are welcomed.

Please mail your completed questionnaire in the envelope provided to the Teacher Education Office, Roberts Wesleyan College, 2301 Westside Dr., Rochester, N.Y. 14624. Thank you very much!

(name optional) (date)

To: 1987-88 Student Teachers
From: Teacher Education Office, Roberts Wesleyan College
Date: December, 1987
Re: Evaluation of the Teacher Education Program

The improvement of the Roberts Wesleyan College teacher education program depends on your helping to identify both strengths and weaknesses in all aspects of the program. Please take 5-10 minutes to respond to the following questions. The more specific your comments, the more helpful they will be, e.g., an explanation of especially high or low ratings on the reverse side would be especially helpful.

In which teacher preparation program are you registered? Circle one:

a. elementary b. secondary c. music d. art

Using the scale provided, please rate your preparation for teaching and the Teacher Education Program in the following areas:

	Outstanding	Satisfactory	Needs improvement	Unsatisfactory
1. My knowledge of the subject matter was:	1	2	3	4
2. My knowledge of child/adolescent development was:	1	2	3	4
3. My use of lesson planning skills was:	1	2	3	4
4. My use of instructional skills (Elements of Instruction) was:	1	2	3	4
5. My use of classroom management skills was:	1	2	3	4
6. My knowledge and use of materials was:	1	2	3	4
7. My use of human relations skills was:	1	2	3	4
8. I feel that I communicated effectively with students, teachers, administrators and parents:	1	2	3	4
9. My use of audio-visual materials was:	1	2	3	4
10. Overall, my ability to integrate theory and practice in the classroom was:	1	2	3	4
11. The College's means of communicating its expectations for the student teaching program were:	1	2	3	4
12. Frequency of communication with the college supervisor was:	1	2	3	4
13. Usefulness of contacts with the college supervisor was:	1	2	3	4
14. Having two different college supervisors come observe was:	1	2	3	4

15. Did you take Audio-Visual Methods and materials concurrently with student teaching? Circle one: yes no not sure

16. Are you planning on pursuing a career in the teaching profession? Circle one: yes no perhaps

17. My relationship with my sponsor teacher was: 1 2 3 4

18. The value of the biweekly seminars was 1 2 3 4

19. In what areas did you feel your student teaching preparation was strong?

20. In what areas did you feel your student teaching preparation was weak?

21. Were there any student teaching experiences which you felt were particularly valuable? Why?

22. This is the first year student teachers were visited and evaluated by two college supervisors. Please comment on the value of having two different supervisors.

23. Other comments or suggestions for improving the program are welcomed.

Please seal your completed questionnaire in the envelope provided and bring it to your exit interview. Thank you very much!

______________________________ ____________
(name optional) (date)

ADDITIONAL INFORMATION AND FORMS
USED IN CONNECTION WITH
EDU 404 STUDENT TEACHING PRACTICUM (ART)

THE PURPOSE OF STUDENT TEACHING IN ART (EDU 404)

Student teaching is a beginning teaching experience in a public school which enables the student to work progressively toward the time when he /she is considered capable of taking over all activities in a classroom. This experience in teaching is intensive and extensive as it provides an opportunity for the student to put to use, with the assistance and expertise of experienced personnel, the knowledge, information, skills, and abilities acquired in the theoretical preparation for teaching.

The student teaching experience is designed to help the student acquire:

Knowledge of:
1) Art content appropriate for various levels
2) Learning theory as it applies to art education
3) Techniques and materials
4) Classroom control
5) The procedures of the school
6) Total school program
7) Teacher unions

Skills in:
1) Recognizing individual differences
2) Planning (long-range and daily) (Attachments A & B)
3) Communicating ideas, skills, and attitudes (Attach. C)
4) Evaluating student growth
5) Evaluating self-growth in the development of a teaching style (Attachment D)
6) Using available materials and teaching skills
7) Human relations and professionalism (Attachment E)

GENERAL POLICIES

Absence Procedures:

1) For illness: Notify the cooperating teacher, the proper school officer, and the college supervisor immediately in the morning. Be sure to keep on hand phone numbers for such emergencies.

2) Inclement weather: If the schools are open, student teachers are expected to be present. Notify the college supervisor if the school is closed only if it is not publically announced on the radio.

3) Holidays: Indicate all school holidays on your schedule.

4) NO MORE THAN TWO ABSENCES will be allowed for illness (or flat tires, or such emergencies) without a grade of F. This does not, of course, apply in case of extreme emergency in which case arrangements will be made for the student to made up lost time. Any report of repeated lateness will result in a grade of F.

Student Teachers Acting as Substitutes

Student teachers may not act as unpaid substitute teachers. It is illegal for a student teacher to be paid or receive compensation for service as a substitute teacher.

ATTACHMENT A

Name________________________________ Class/Grade/Subject__________________
Unit________________________________ Period/Time________ Date________

Formal Objective(s)

Materials

Set

Share Objective and Purpose

Input: Essential Info. (from Task Analysis)	Method or Strategy	Models or Examples	Monitor or Check for Understandi

Guided Practice

Closure

Independent Practice

ATTACHMENT B

TEACHING UNIT

1. General:
   - -Has mention been made of the unit title, grade level and name of course?

2. Unit Rationale:
   - -Is the unit rationale presented in terms the students can understand?
   - -Will the students be convinced of the unit's importance?

3. Goals and Objectives:
   - -Are the broad goal(s) for the unit and objective(s) for the daily plans included?
   - -Is it clear which objectives are related to which goals?
   - -Is the difference between the goals and objectives clear?
   - -Do the objectives follow the appropriate format?
   - -Does each objective contain only one level of thinking?

   N.B. Objectives may be written as either two-part, three-part, or four-part objectives. Two-part objectives include (1) the student learning (level of thinking + content) and (2) overt behavior, and follow the formula: The student will demonstrate ___(level of thinking)___ of ___(content)___ by ___(overt behavior)___. For the level of thinking, refer to Bloom's taxonomy and for the overt behavior, refer to verb lists. Three-part objectives add conditions and four-part objectives add criteria.

4. Daily Lesson Plans:
   - -Do the plans follow the appropriate format?
   - -Is (Are) the objective(s) for the day (same as in #3 above) clearly stated at the top of each daily plan?
   - -Are the content and means of monitoring or checking for understanding (questions, activities, etc.) congruent with the objective(s)? In other words, was the taxonomy used to plan and sequence content, questions, activities, etc., at the appropriate level of thinking?
   - -Do the plans contain a variety of learning activities?
   - -Are there estimates of how long the various parts of the plan will take?

5. Evaluation of Learning:
   - -How will the students' learning be evaluated at the end of the unit? Please be reminded that the evaluation of student learning may take many forms and that paper and pencil exams represent but one form.
   - -What percentages of the evaluation will be at the various taxonomy levels? Why? -Do the percentages reflect the emphases intended?
   - -Is the evaluation congruent with the goal(s), objectives and learning activities?

6. Materials and Resources:
   What resources and materials were used in preparing the unit?

1/88

INSTRUCTIONAL SKILLS

TEACH TO AN OBJECTIVE

Formulate an appropriate objective
- What is the learning for the students? (content & level of thinking)
- How will they demonstrate that learning has occurred?

Share objective & purpose:
- what is to be learned
- why it is useful

Teacher actions:
- Provide information, directions
- Ask questions
- Design activities
- Respond to efforts of learners

RATE AND DEGREE

SET: process of mentally focusing
- link to past experience
- active participation
- relevant to new learning

CLOSURE: process of summary
- students summarize
- emphasis is on the learning
- observable response

ACTIVE PARTICIPATION: consistent involvement in thinking
- most of the students
- most of the time
- for the important learnings

SHARING OBJECTIVE & PURPOSE:
- What is to be learned?
- Why is it useful?

SELECT OBJECTIVE AT AN APPROPRIATE LEVEL OF DIFFICULTY

Select a topic

Do a task analysis:
- Select an instructional objective
- Clarify meaning of the objective
- Brainstorm component skills
- Identify essential learnings for content and level of thinking of that objective
- Sequence essential learnings
- Phrase as diagnostic questions

RETENTION

MODELING: process of showing by demonstration, examples or simulation
- unambiguous model
- identify/label essentials

PRACTICE (guided or independent):
- how much?
- how often?
- how long?
- how well?

SEQUENCE:
- position

MEANING: process of personalizing
- about me, relevant to me, similar to me
- link to experiences
- relationships
- patterns
- pur[illegible], v[illegible]

MONITOR STUDENTS' LEARNING AND ADJUST THE TEACHING

Check to see if students are learning:
- Elicit observable responses
- Interpret
- Respond

MOTIVATION

FEELING TONE: positive atmosphere
- pleasant, polite
- dignity
- respect
- discipline
- sense of humor

KNOWLEDGE OF RESULTS: feedback
- immediate
- specific
- relevant

ACCOUNTABILITY: degree of expectancy
- concern
- support

INTEREST:
- meaning
- vividj/novel

SUCCESS: feelings of achievement
- growth
- acc[illegible]ish[illegible]

ATTACHMENT C

CLASSROOM MANAGEMENT SKILLS

1. BE PREVENTATIVE

Show Interest
Please Be Polite
Anticipate Problems
Be on the Alert

2. RESPOND TO INAPPROPRIATE BEHAVIOUR
Observe - Interpret - Respond

3. USE THE PRINCIPLES OF DISCIPLINE

- o Problem Solving (No Moral Judgement)
- o Restore Social Order
- o Relationship to the Misbehaviour
- o Withdraw for Provocation not the Student
- o Deals with Present
- o Friendly Tone
- o Situational

a. ATTENTION SEEKING BEHAVIOUR

Low Key Responses

Eye Contact
Proximity
Gestures
Facial Expressions
Minimal Verbal
Private Dialogue
Problem vs. Student
Ignore
Allies First
Combination of...

b. PERSISTENT ATTENTION SEEKING BEHAVIOUR
Escalate and Watch

Bump 1
Any of the nine Low Key Responses OR combination of

Bump 2 - Squaring Off
1. Pause or Stop
2. Turn body (square off)
3. Intensify Eye Contact
4. Use Minimal Verbal Response
5. Complete with a "Thank you".

Bump 3 - Choices
1. Stop Teaching
2. Square Off
3. Intensify Eye Contact
4. Give an Either/Or Statement
5. Ask for Student Response
6. Listen and Watch for Student's Answer
7. Complete with a "Thank You".

Bump 4 - Implied Choice
1. Act

Bump 5 - Informal Contracts
Does the teacher set a time to meet with the student when the problem can be discussed without emotion?

1. Greeting Statement — Feeling Tone

2. Define the Problem
3. Generate Solutions
4. Evaluate the Solutions
5. Agree upon a Solution(s)
6. Closure:
   - o summary by student
   - o identify who, does what, by when

— Accountability

7. Complete the interaction with a "Thank you".
8. Show interest:
   - o Talk about something other then the situation

— Feeling Tone

c. POWER SEEKING BEHAVIOUR
Defuse Through the Use of:

Low Level Ignore

Humour or Irrelevant Maneuver

Bump 6
Language of Attribution
1. Pause or Stop
2. Square Off
3. Intensify Eye-Contact
4. Take 2-3 Deep Breaths
5. Deal with Allies First (Bump 3 or 4)
6. Shift Responsibility
7. Pause
8. Allow Student to Save Face
9. Complete the Interaction with a "Thank You".

Bump 7
No Choice
Ask the Student to Leave

Escalate Bump 3
Hard Choice

Bump 7
No Choice
Ask the Student to Leave

ATTACHMENT D

ATTACHMENT E

ROLES AND RESPONSIBILITIES OF THE STUDENT TEACHER

1. To understand the roles and responsibilities of the Student Teacher, Master Teacher and College Supervisor and to assume all responsibilities of the Student Teacher.

2. To take full advantage of opportunities offered during the student teaching experience and to complete all responsibilities and requirements of student teaching in a prompt, careful and deliberate manner.

3. To participate in all student teaching seminars scheduled by the College Supervisor and all conferences, faculty meetings, school and district activities, e.g., open house, in-service workshops, superintendent's days, etc., scheduled by the Master Teacher.

4. To become involved in the classroom to the greatest extent possible, including assuming responsibility for the equivalent of a full teaching load for a minimum of a two-week period.

5. To be self-directed and assume responsibility for one's own learning by establishing appropriate individual goals and objectives and by taking the initiative in seeking help from the Master Teacher and the College Supervisor.

6. To participate in problem-solving sessions; to accept and utilize constructive feedback offered by the Master Teacher, College Teacher and peers (during student teaching seminars) for personal and professional growth.

7. To communicate promptly concerns to the Master Teacher and the College Supervisor.

8. To demonstrate professionalism by exemplifying the characteristics of honesty, integrity, good physical and mental health, and devotion to high morals; by maintaining standards of behavior which reflect the philosophy and goals of Roberts Wesleyan College; by judiciously protecting information of a confidential nature; by being supportive of pupils, Master Teacher, school, fellow student teachers and the College; by keeping the same hours as the Master Teacher, including following the school rather than the college calendar; by reporting promptly any illness or absence to the Master Teacher and the College Supervisor; by dressing appropriately for the experience, etc.

9. To devote full attention to student teaching. It is strongly recommended that Student Teachers have no other obligations, such as jobs or courses that infringe on time and effort that belong to student teaching. Students are not permitted to work unless they have the formal approval of the Division of Teacher Education and/or Fine Arts.

11/87

GUIDELINES FOR THE ART STUDENT TEACHER

What to Discuss with the Cooperating Teacher

Budgeting procedures
Building regulations
Daily schedule and allotment of time
Classroom organization
Classroom procedures and routine
Seating arrangements
Individual students (characteristics, abilities, problems)
Specific teaching procedures
Evaluation of students
Evaluation of student teacher (What procedures will the cooperating teacher use to evaluate you)
School Handbook
Other duties, i.e., bus, study hall, lunch, homeroom, etc.

Planning

Lesson planning is vital to the success of teaching. When done well, it anticipates and promotes good habits of organization and preparation. Planning should include:

Specific objectives
Procedures (These must be specific and detailed)
Materials
Evaluation

In Case of Failure

Due to the screening process that occurs throughout the college program for admission to student teaching, relatively few students fail their student teaching experience. BUT, THERE ARE SOME FAILURES. When success is in doubt, or level of achievement is in question, the cooperating teacher and college supervisor may decide together that a student is not ready to assume the duties of a certified teacher. This decision will result if the student teacher gives evidence that he/she is unable or unwilling to remedy one or several of the following problems:

1) Inability to interact with students
2) Inability or refusal to do adequate planning
3) Inability or refusal to accept classroom responsibility
4) Inability or unwillingness to accept criticism from the principal, cooperating teacher, or college supervisor.

THE STUDENT TEACHING EXPERIENCE

Observation/Teaching

After having observed your classes for 2 or 3 days, the student teacher should assume responsibility for one class daily during the remainder of the first week. The student teacher should have met with the cooperating teacher previously to establish objectives and the kinds of experiences planned for the students. The student teacher will plan these lessons under the guidance of the cooperating teacher.

The student teacher should be ready to teach 2 classes daily during the second week (i.e. the student teacher will then be teaching 2 class periods per day). One class period should be added per week so that by the final week(s) the student teacher has the responsibility for the full class load. In order to maximize the student teacher experience, it is recommended that the student teacher have the opportunity to deal with the realistic responsibilities of the full-time teacher.

On Friday of each week, or at an earlier time designated by the cooperating teacher, the student teacher should hand in his/her lesson plans for the following week. If there is a particular form for lesson plans used by the school, then the student should use that form. The student teacher should keep these lesson plans in a notebook so that they will be available to the college supervisor.

Supervisory Visits

The college supervisor will visit the student teacher a minimum of three times. If the student teacher is encountering problems, the supervisor will come more frequently. During these visits the supervisor, the student teacher, and the cooperating teacher (if possible) will discuss together the student teacher's progress. A form will be completed that will summarize the conclusions and be signed by the supervisor and the student teacher. This will enable the student teacher to take part in his/her own evaluation and will keep him/her continually appraised of his/her progress.

Conference

Student teachers expect and welcome constructive criticism from the cooperating teacher that should include specific instances of needs and what can be done to improve teaching. Ideally, all criticism should result in better teaching through self-evaluation. In fact, the best conference is one in which the student evaluates himself/herself.

The cooperating teacher is urged to inform the student teacher of any behavior that is detrimental to his/her teaching. Examples of such behavior might be:

1) distracting mannerisms (such as flipping of hair or fiddling with things)
2) a voice that is too loud or too soft
3) use of sarcasm
4) inappropriate dress
5) poor English usage or inappropriate slang
6) tardiness
7) anything that would be offensive to children

Evaluation

Professional help, personal guidance and evaluation of the student is the responsibility of the cooperating teacher and the college supervisor. Before the completion of the student's teaching assignment, each cooperating teacher is expected to submit to the college a written evaluation of the student's work (forms are provided for this task). These evaluations are placed in the student teacher's placement folder and will be forwarded to the prospective employers.

Student Teacher Appraisal Form

The Student will student teach for seven weeks on an elementary level and seven weeks on a middle school/junior high level. As part of the evaluation process the cooperating teacher will fill out this Student Teacher Appraisal Form at the end of the seven week session. At the completion of both sessions the college supervisor will fill out one of these appraisal forms for each of the students. These completed forms become part of the student's job placement folder.

CHECK LIST FOR TEACHING PERFORMANCE

ART EDUCATION

The student teacher will use this check list to record the acquisition of the teaching competencies. It is recommended that the student teacher confer with the cooperating teacher and the college supervisor about this record throughout the student teaching. The cooperating teacher and the college supervisor will sign this check list at the conclusion of the period of student teaching. These signatures affirm that the cooperating teacher and the college supervisor agree that these competencies have been demonstrated. This check list becomes the property of the student teacher.

CHECK LIST FOR PERFORMANCE OBJECTIVES - STUDENT TEACHING IN ART

Objective	Date Performed	Scale*			Comments
		U	SA	SU	
1a. Presented examples of how art has been influenced by culture and history.					
1b. Documented to the class how art has influenced people and cultures.					
2a. Presented evidence of the role of the artist in present societies.					
2b. Used selected historical examples to reveal the role of the artist in past societies.					
3a. Showed how artists use symbols.					
3b. Communicated the historical, social, philosophical context of the art work considered.					
3c. Related statements of artists about their own work.					
3d. Introduced the means used by artists to convey ideas visually.					
4a. Designed activities that helped develop and structure an art vocabulary.					
4b. Encouraged students to communicate personal ideas, insights and feelings about art works.					
4c. Encouraged the use of metaphoric language to describe works of art.					
5a. Established and reinforced pupil's knowledge of design elements and principles as a basis for evaluative statements.					
5b. Presented activities through which pupils made judgements based on the content of the work, i.e. images and symbols.					

Objective	Date Performed	Scale*			Comments
		U	SA	SU	
5c. Helped the student explore the relationship of the use of media to evaluation.					
6a. Explored the relationship of art work to reality.					
6b. Helped the student notice, be affected by, and establish a method of observing art.					
7a. Practiced using skills of visual impression: perceive and interpret art.					
7b. Communicated the relationship of art to other art forms.					
7c. Showed how art communicates beliefs, concepts and attitudes.					
7d. Designed activities in art that help the pupil realize the value of thinking and working creatively.					
7e. Helped the student to develop a value system for art.					
8a. Defined the elements that make up the art image, and the principles of their interaction.					
8b. Helped students develop skills of perception through observation and exercise of descrimination.					
9a. Utilized activities that were sequential and continuous, helping students to acquire facility in the use of elements of art.					
9b. Designed sequential activities developing visual perception and drawing skills.					

Objective	Date Performed	Scale*			Comments
		U	SA	SU	
9c. Provided activities which enabled the student to develop symbols and images to express their own ideas.					
10a. Stated appropriate objectives utilizing a wide variety of art activities.					
10b. Used procedures suitable to achieve stated objectives.					
10c. Prepared and utilized resources suitable to achieve objectives.					
10d. Prepared means for evaluation of instruction and learning.					
10e. Stated proper sequence in order of planned experiences.					
11a. Worked with teachers of other subject areas in planning integrated activities.					
11b. Provided activities that helped students discover the relationships among the various disciplines.					
11c. Provided experiences in related art areas such as dance, film, drama					
12a. Prepared activities that enabled each student to develop an understanding of art concepts appropriate to their level.					
12b. Prepared activities that enabled each student to express their ideas and feelings in their work.					
13. Prepared an example of art program for an elementary, middle or high school; public or private.					

Objective	Date Performed	Scale*			Comments
		U	SA	SU	
14a. Prepared a classroom plan in which a select variety of art activities can take place. Considered storage needs.					
14b. Prepared drawings for a plan to utilize a space for exhibition of art works.					
14c. Learned the value of safe practices and the impact of health hazards on the design of a classroom for art activities.					
15. Stated clearly the criteria the teacher used when evaluating student work , and the bases for these criteria.					
16a. Progressed to the use of a variety of materials and processes in the making of art.					
16b. Became expert in the handling of elements and principles of visual organization.					
16c. Experimented in depth with art materials and processes to determine their effectiveness in achieving personal expressive form.					
17a. Presented the health hazards of art media and their processes.					
17b. Taught and practiced safety in the use of tools and media.					
17c. Demonstrated proper methods for care and conservation of tools, equipment and facilities.					

* Scale: U = UNSATISFACTORY; SA = SATISFACTORY; SU = SUPERIOR

Cooperating Teacher's Signature

College Supervisor's Signature

Date

Date

APPENDIX 6

INFORMATION AND FORMS USED DURING OBSERVATION/PARTICIPATION EXPERIENCES

ROBERTS WESLEYAN COLLEGE

Expectations for the Observation/Participation Experience

1. Set up, jointly with the sponsor teacher, an OPE schedule totaling 25-30 hours in the school.

2. Observe student behavior in individual, small group and large group instructional situations.

3. Observe teacher behavior in different instructional situations and note teaching skills or Elements of Instruction.

4. Participate in the learning process by assuming the responsibility for preparing and teaching a lesson (whether 15 min. or 45 min.) in 2 of the 3 following, mutually agreed upon, situations: individual, small group, large group.

5. Identify potential teaching materials and resources, e.g., texts, teacher manuals, AV materials, library resources, materials published by state and national associations, computer resources and applications particular to the grade level or discipline, etc.

6. Visit with school personnel who provide special services. Engage in conversations with teachers who are interested in teaching, learning, children and young people. Try to capture some of the joys, anxieties, successes and frustrations of the teaching profession!

7. Serve as the teacher by assisting with classroom routines.

8. Record observations, experiences and reflections in a personal journal. Relate them to principles of learning and teaching being studied in college courses.

9/87

ROBERTS WESLEYAN COLLEGE
Department of Teacher Education
2301 Westside Drive
Rochester, N.Y. 14624

Evaluation of Observation/Participation Experience

Student____Date_______________________

Sponsor Teacher________________________________School____________________

Please evaluate the student's Observation/Participation Experience by circling your assessment of the student's work in each of the following areas. Please mail the completed form in the enclosed envelope as soon as possible after the student's last day in the school. Many thanks.

	completed?	
1. The student set up, jointly with the sponsor teacher, an OPE schedule totaling 25-30 hours in the school.	yes	no
2. The student observed student behavior in the following instructional situations:		
a. individual	yes	no
b. small group	yes	no
c. large group	yes	no
3. The student observed teacher behavior in different instructional situations and noted teaching skills or Elements of Instruction.	yes	no

	excellent				poor
4. The student assumed responsibility for preparing and teaching a lesson in 2 of the 3 following situations:					
a. individual	5	4	3	2	1
b. small group	5	4	3	2	1
c. large group	5	4	3	2	1
5. The student identified potential teaching materials and resources.	5	4	3	2	1
6. The student visited school personnel and engaged in conversations with teachers.	5	4	3	2	1
7. The student served the teacher by assisting with classroom routines.	5	4	3	2	1

Please add any comments or explanations on the back of this form.

9/87

ROBERTS WESLEYAN COLLEGE

Expectations for the Observation/Participation Experience in Elementary Reading

The purpose of the practicum in EDU 304 Diagnosis and Treatment of Reading Difficulties is to provide an opportunity for the student to observe and work with an individual pupil who is having mild, corrective reading difficulties.

Expectations of the Student

1. Set up, jointly with the sponsor teacher, an OPE schedule totaling 20 hours in the school, between February 9 and April 21. At least 8-10 of the total hours should be spent participating in language arts activities in the classroom. Ideally, the student would visit during reading class, but minimally would observe pupils in some type of reading situation, such as social studies or science.
2. Develop a case study on the pupil through discussions with the teacher, study of the pupil's records (if possible), and direct work with the pupil. The student will perform an in-depth observation, including the administration of attitude-interest surveys. Names used in the case study will be changed to guard confidentiality.
3. Administer to the pupil a minimum of three reading assessments, such as Informal Reading Inventory, norm-referenced test, word recognition test, or others as determined by the student who will provide the tests.
4. Teach at least one reading lesson to the pupil, individually or within a group. The subject of that lesson should be decided in conjunction with the teacher's objectives for the pupil.
5. Look through the materials, particularly supplemental ones, used in the classroom in conjunction with reading instruction.
6. Determine the readability of three classroom textbooks.

Role of the Sponsor Teacher

1. Choose a pupil with mild, corrective reading difficulties (1-2 years below level), discuss insights on this pupil with the student, allow the student a chance to work with the pupil, provide an opportunity for the student to look through reading materials in the classroom, and perform readabilities.
2. Provide opportunity for student participation in language arts activities, including permitting the student to teach at least one reading lesson. If there is an opportunity for the student to teach 3-4 times, that would be appreciated.
3. Complete a brief evaluation form, commenting on the student's attendance, attitude, teaching effectiveness, and ability to work with children.

* "Student" refers to the college student.
"Pupil" refers to the elementary student.

ROBERTS WESLEYAN COLLEGE
Department of Teacher Education
2301 Westside Drive
Rochester, N.Y. 14624

Evaluation of Observation/Participation Experience in Elementary Reading

Student______________________________Date____________________

Sponsor Teacher__________________________School____________________

Please evaluate the student's Observation/Participation Experience by circling your assessment of the student's work in each of the following areas. Please mail the completed form in the enclosed envelope as soon as possible after the student's last day in the school. Many thanks.

	completed?	
1. The student set up, jointly with the sponsor teacher, an OPE schedule totaling 20 hours in the school.	yes	no
2. The student observed in depth one pupil, spent time working with the pupil and discussed the pupil with the sponsor.	yes	no
3. The student administered at least three reading assessments to the pupil.	yes	no
4. The student spent time examining materials used in reading instruction.	yes	no

	excellent				poor
5. The student's effectiveness at teaching reading lesson(s) was:	5	4	3	2	1
6. Overall, the student's participation in language arts activities was:	5	4	3	2	1
7. The student's determination of the readability of three classroom textbooks was:	5	4	3	2	1
8. The student's attendance was:	5	4	3	2	1
9. The student's attitude toward teaching was:	5	4	3	2	1
10. The student's ability to work with children is:	5	4	3	2	1

Please add any comments or explanations on the back of this form.

1/88

ROBERTS WESLEYAN COLLEGE
DIVISION OF TEACHER EDUCATION

OPE JOURNAL

I. Content

Experience is learning. To learn from experience, you should engage in description, analysis, reflection, interpretation and evaluation. A journal or periodic report can assist in that process. It need not cover every phase of your observation/participation experience; however, it should show the major elements that went into that experience. The one major requirement is that you must keep coming back to your experiences in the areas outlined in the "Expectations for the Observation/Participation Experience". You should try to interrelate your outside preparation and reading whenever possible.

II. Procedures

A. Frequency
Write after each school visit, more often if you wish. Each entry can be as short or as long as you like. For each entry, please give the date, number of hours spent in the school on that visit, and the cumulative number of hours spent to date in the school.

B. Submission
Journals will be submitted immediately after your last visit of the semester, unless you have received other instructions.

C. First and last entries
First Entry - your first entry should say something about yourself, where you are right now with relation to your teaching goals, what you hope will happen in this portion of the course, etc.
Summary Entry - your last entry before submission at the end of the term should be in the form of a summary or synthesis statement ranging over your journal to that point and placing the earlier entries in some kind of perspective.
Evaluation Entry - In a separate final entry, you should write an evaluation of this portion of the course, your school experience, your own participation in it, what worked well, what did not, what suggestions you would make for the future, and anything else you would like to say.

10/1/87

APPENDIX 7

PROPOSED ELEMENTARY EDUCATION PROGRAM

PROPOSED ELEMENTARY EDUCATION PROGRAM, draft 5/86

Clamor for increased accountability in all areas of education has resulted in a plethora of requirements by state departments of education and legislatures. The fallout from this deluge in New York State has been focused in two areas, increased competency requirements for teachers and more rigorous testing programs for students.

Teachers most directly affected are those at the entry level. As of September 1984, each teacher candidate must successfully pass the NTE Core Battery Tests before a certificate is issued. Competencies tested include communication skills (listening, reading, and writing), general knowledge (literature and fine arts, mathematics, science, and social studies) and professional knowledge (instructional methods and behaviorial sciences). Needless to say, colleges become vulnerable to much criticism if students find they are unable to perform well in relation to students from other teacher training institutions.

Additionally, both new and experienced teachers in New York State must demonstrate teaching skills that result in high performance of students on a variety of state mandated tests. At the elementary school level, children are tested for knowledge and skills in reading, writing, and math. Within two years, tests in social studies and science will be added. School districts, as of December 1985, must annually compile results of the testing program and share results with their respective communities. Those schools performing below expectency levels will be singled out by the State Education Department and required to establish remedial programs. One can readily see how great the pressures will be for teachers to achieve good performance results from their children!

At the same time that increasing requirements and expectations are being asked of educators, major efforts are underway nationally to reform (transform!) teacher education programs. In the last two years, a number of university educators, referring to themselves as the Holmes Study Group, have been recommending major reforms in teacher training programs. The group is comprised of education deans of large research universities. They have been working with the U.S. Office of Education for backing (Ted Bell is a member of the Group.) and have announced plans for sweeping reforms. The essence of their proposal is to eliminate education courses from the undergraduate program entirely and concentrate on liberal arts studies. The entire professional program would be focused at the post-baccalaureate level. Teachers, they claim, must be at least as well educated as are the nearly 50% of their peers who will have achieved post-high school degrees and who will be the parents of children being taught. This group has also asked American College Testing Program to develop a rigorous teacher examination that would be required of teacher candidates prior to achieving a certificate to teach.

While the Holmes Group is only at the proposal making stage, their recommendations complement thrusts noted earlier by state legislatures, i.e., to aim toward greater content understandings and competencies of teachers. From discussions with State Education Department representatives, it is far too early to tell whether such proposals are likely to be adopted in New York State. What appears to be most reasonable to assume at this point is that a considerably heavier emphasis in liberal arts education will be expected of all prospective teachers at the undergraduate level.

In summary, as a result of our study of the general directions of American education--for students and teachers--we believe that efforts must be made to strengthen the elementary teacher education program at Roberts Wesleyan College. The proposal which follows is an attempt to suggest a professional preparation program with sufficient breadth in content areas that will insure reasonable competencies in those areas our teachers will be expected to teach. At the same time, the proposal maintains a high level of professional preparation and some flexibility for depth study to the level of concentration (24 hrs.) in at least one academic area for those interested in content specialization.

PROPOSED ELEMENTARY EDUCATION PROGRAM, draft 5/86

Language Arts

*CMC 101 Principles of Speech	2
CMC 301 Language, Linguistics and Human Identity	3
*CMP 100 English Essentials	0-2
*CMP 101 Principles of Writing	3
*LIT 200 Introduction to Literature	3
LIT 314 Children's Literature	3
Electives (3 of the 4 hrs. must be upper division)	4
TOTAL	18-20

Social Sciences

*History (US): HST 201, 202, 203 or 204	3
History (non-US): HST 301, 303, 304, 305, 306, 307 or 309	3
*PSY 101 General Psychology	3
*PSY 201 Developmental Psychology	3
SOC 101 Principles of Sociology	3
Elective (e.g., geography???)	3
TOTAL	18

Math/Science

BIO 101 General Biology	4
CSC 101A, 101B, 102A, and/or 102B Computer science	3
*GED 201 Science, Technology and Society	2
MTH 100 Essentials of Mathematics	0-3
*MTH 160 Elements of Mathematics	3
MTH/CSC elective (statistics? MTH 161???)	3
*Physical science: AST 101, CHM 101, ESC 101, or PHY 101 physical science survey???	3
Proficiency in arithmetic computation???	
TOTAL	18-21

Other Areas

*GED 100 Freshman Seminar	2
*GED 401 Senior Seminar	2
*Philosophy: PHL 201, 202, 203, 204 or 208	3
*Religion: New Testament	3
*Religion: Old Testament	3
**Modern Language	0-9
*ART 101 Introduction to the Visual Arts	2
*MUS 104 Introduction to Music	2
*Physical education:	
PE 101 Fundamentals of Physical Education	1
PE 108 Recreational Games	1
Elective (skill)	1
TOTAL	20-29

Elementary Education Major

EDU 202 Foundations of Education	3
EDU 205 Drug Education	1
EDU 301 Educational Psychology	4
EDU 303 Developmental Reading	3
EDU 304 Diagnosis and Treatment of Reading Difficulties	3

EDU 311	Audio-Visual Methods and Materials	3
EDU 322	Methods of Teaching Elementary Language Arts	2
EDU 323	Methods of Teaching Elementary Mathematics	2
EDU 324	Methods of Teaching Elementary Science	2
EDU 325	Methods of Teaching Elementary Social Studies	2
EDU 401	Student Teaching Practicum (Elementary)	12
Addition to el ed major, e.g., increase EDU 323 from 2 to 3 credit hours???		0-1
TOTAL		37-38

Specialization in content or education

Select 6 hours in electives in a or b:

a) One of the 3 content minors (language arts, social sciences, math/science) so that one minor is increased to a concentration.	6
b) One of the following areas: early childhood education, religious education, special education, measurement/research.	6
TOTAL	6

Individualized program

Students with special interests have the option of selecting any minor offered by the College. To make room for this option, program substitutions would be made only as necessary from among the following: language arts elective (3), Sociology 101 (3), social science elective (3), math/computer science elective (3), and electives (6)(see second to last line of the "Summary" below). A formal request for an individualized program will be directed to the Division of Teacher Education.

Summary

Total in 3 content minors	54-59
Total in other areas	20-29
Elementary Education Major	37-38
Specialization in content or education	6
Electives	7-0
TOTAL	124-132

* These courses currently fulfill the general education requirements; however, please note that the fine arts requirement is currently ART 101 or MUS 104 and that the modern language requirement is currently 0-3 hrs.

** The modern language requirement is proposed as 0-9 hours, depending on the amount of language studied in high school with a grade of C or higher on the Regents if 3 years were taken or in each year if the Regents was not taken. The requirement would be as follows:

yrs taken in HS	credits needed at RWC	level required
3	0	---
2	3	201
1	6	102,201
0	9	101, 102, 201

APPENDIX 8

AFFIRMATIVE ACTION PROGRAM

AFFIRMATIVE ACTION PROGRAM
ROBERTS WESLEYAN COLLEGE

I. CONTEXT

Roberts Wesleyan College, originally Chili Seminary, was founded by Benjamin Titus Roberts in 1866. Stating as founding principles of the school he wrote, "We started our school at Chili, first to give the youth of both sexes the opportunity to acquire a good education... another object we have in view is to give those of but little means an opportunity to acquire an education by their own efforts."

Furthermore, as stated in the current Faculty-Staff Handbook, the College is committed to the concept of equal employment opportunity. Teaching and scholarship at the College emphasize the ultimate antidotes for prejudice: the enhancement of human dignity and respect for others and their vows.

In the same spirit, Executive Order 11246, as amended by Executive Order 11375, requires contractors, including educational institutions, to develop a written affirmative action compliance program as set forth in Title 41, Chapter 60, Part 60-2, Code of Federal Regulations, as announced in the October 4, 1972, Federal Register, Code of Federal Regulations.

Executive Order 11246 especially emphasizes two aspects of employment: **Nondiscrimination** and **affirmative action.**

> Nondiscrimination requires elimination of all existing discriminatory conditions, whether purposeful or inadvertent.
> Affirmative Action requires the contractor to do more than ensure employment neutrality. . .and requires the employer to make additional efforts to recruit, employ, and promote qualified members of groups formerly excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the employer.*

Revised Order No. 4 was designed to further employment opportunities for women and minorities and to overcome underutilization where that exists. Underutilization is defined as "having fewer women or minorities in a particular job classification than would reasonably be expected by their availability."

Additional federal laws and regulations which are concerned with minorities, women, and handicapped persons include Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Equal Pay Act of 1963 as amended by the Educational Amendments of 1972, Title IX of the Educational Amendments of 1972, and Title XX of the Rehabilitation Act, Public Law 92-112.

The Board of Trustees of Roberts Wesleyan College originally passed on February 6, 1982 resolutions of policies and guidelines which require Affirmative Action to ensure equal employment opportunity and to eliminate discrimination in education, based on sex. Subsequently, the statements were revised May 10, 1986 and are currently incorporated in the Faculty-Staff Handbook. (See Attachment #1)

---

* Higher Education Guidelines, Executive Order 11236, U.S. Department of Health, Education, and Welfare, 1972, pp. 2-3.

Accordingly, Roberts Wesleyan College has made clear its commitment to nondiscrimination and affirmative action by establishing an Affirmative Action Plan to implement this policy in a continuous and aggressive manner. Procedures will be established to ensure the success of the College's Affirmative Action Plan.

II. AFFIRMATIVE ACTION PROGRAM COMPONENTS

A. Equal Employment Opportunity Officer

1. The Administrative Assistant to the President is the Equal Employment Opportunity (EEO) Officer for Roberts Wesleyan College. This is only one of this person's responsibilities, given the size of Roberts Wesleyan College. But the EEO Officer has the necessary authority and staff to ensure the proper implementation of the program.

2. The functions of the EEO Officer include the following:

    a. Provide leadership and technical assistance to officials at Roberts Wesleyan College in accord with all state and federal statutes and executive orders, and the procedures to which Roberts Wesleyan College is committed which relate to Affirmative Action.

    b. Maintain accuracy and completeness in the written Affirmative Action Plan.

    c. Coordinate efforts for the implementation of the Affirmative Action Plan.

    d. Develop compliance review procedures to ensure that discrimination does not occur and that affirmative action does occur.

    e. Coordinate College procedures related to Title IX regulations.

    f. Analyze and develop periodic reports to the President, the Administrative Committee, and other agencies which may legally require them.

    g. Serve as the campus adviser in all matters relating to Affirmative Action.

    h. Complete other responsibilities related to Affirmative Action which are assigned by the President.

B. The Equal Employment Opportunity Review Committee

The Equal Employment Opportunity Review Committee (EEORC) is comprised of the Vice President for Business Services, the Vice President for Academic Affairs, and the EEO officer. The committee assists in the preparation and administration of the College's Affirmative Action Plan and reviews EEO procedures, policies, and compliance once each year. Special attention should be given to bringing into the deliberative and decision-making process those within the academic community who have a responsibility in personnel matters.

C. Affirmative Action Plan for Roberts Wesleyan College

1. **The Faculty and Staff Employment Policies, Procedures and Guidelines.** These statements, approved by the Board of Trustees May 10, 1986, set forth the College's obligation and policy for the guidance of all supervisory personnel, both academic and non-academic, for all employees, and for the community served by Roberts Wesleyan College. The policy statement reflects the College's commitment to equal employment opportunity, as well as its commitment to eliminate discrimination in employment on the basis of race, color, creed, national origin, sex, handicap, or age. The College's current statement is incorporated in the Faculty-Staff Handbook. (See Attachment #1.)

2. **Dissemination of the policy.**

   a. Ensure that all persons responsible for personnel decisions at Roberts Wesleyan College know what the law requires, what the institution's policy is, and how to interpret the policy and implement the program within their area of responsibility.

   b. Ensure that the policy is disseminated, both formally and informally, to organizations external to the College community--e.g., civil rights groups, professional associations, women's groups, and various sources of referral within the recruitment area of the College.

3. **Identification of problem areas by organizational units and job classifications.** Systematically examine all personnel policies and practices to identify all existing discriminatory conditions, whether purposeful or inadvertent.

   a. Monitor the recruitment and selection activities and policies of each unit responsible for recruiting.

   b. Alter or abolish anti-nepotism policies that deny individuals the opportunity for employment, advancement, or benefits at the College.

c. Examine job category assignments and treatment of individuals within a single job classification. Where there are no valid or substantial differences in duties or qualifications between different job classifications, and where persons in the classifications are segregated by race, color, creed, national origin, sex, handicap, or age those separate classifications must be eliminated or merged.

d. Make promotion policies and practices reasonably explicit, and ensure that they are administered so that women and minorities are not at a disadvantage.

e. Ensure that decisions to terminate employees are unrelated to race, color, creed, national origin, sex, handicap, or age.

f. Ensure nondiscrimination in all terms and conditions of employment, including work assignments, educational and training opportunities, research opportunities, use of facilities, and opportunities to serve on committees or decision-making bodies.

g. Ensure that employees receive equal pay for equal work. The College will determine (with reasonable particularity) criteria for determining salary for each job classification and within each job classification.

h. Ensure that the College is not discriminating against employees in its leave policies, including paid and unpaid leave for educational or professional purposes, sick leave, annual leave, temporary disability, and leave for purposes of personal necessity.

i. Examine all College fringe benefit programs for possible discriminatory effects. (Fringe benefits are defined to include medical, hospital, accident, life insurance, and retirement benefits, leave and other terms and conditions of employment.)

j. Ensure that institutional grievance procedures which provide for prompt and equitable hearing of employee grievances relating to employment discrimination are written and available to all present and prospective employees.

4. **Internal audit and reporting systems.** The College will include, in its administrative operation, a system of audit and reporting to assist in the implementation and monitoring of the Affirmative Action Plan, and in periodic evaluations of its effectiveness.

   a. The college needs to be sufficiently organized to provide a ready indication of whether or not the Plan is succeeding, and particularly whether or not good faith efforts have been made to ensure fair treatment of women and minority group persons before and during employment.

b. The College will prepare a formal report on the results of its Affirmative Action compliance program composed of the annual HEGIS report and the Equal Employment Opportunity Commission report. The evaluation necessary to prepare such a report will serve as a basis for updating the program, taking into consideration changes in the institution's work force (e.g., expansion, contraction, turnover), changes in availability of minorities and women through improved educational opportunities, and changes in the comparative availability of women as opposed to men as a result of changing interest levels in different types of work.

5. **Objective.** The College will determine whether women and minorities are "underutilized" in its employee work force and, if that is the case, work diligently to overcome that underutilization. Underutilization is defined in the regulations as "having fewer women or minorities in a particular job than would reasonably be expected by their availability." The College will advertise in appropriate publications to give under-represented individuals an opportunity to apply.

2/2/88

IV FACULTY AND STAFF EMPLOYMENT POLICIES, PROCEDURES, AND GUIDELINES

This section presents those employment policies, procedures, and benefits that pertain to both faculty and staff. It is followed by a section that pertains only to staff and two sections that pertain only to faculty.

A. Employment policies and Procedures pertaining to Both Faculty and staff.

1. Nondiscrimination and Affirmative action in Hiring

Roberts Wesleyan College complies with:

a. Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.

b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.

c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.

d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance

e. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The College is committed to the concept of equal employment opportunity. Teaching and scholarship at the College emphasize the ultimate antidotes for prejudice: the enhancement of human dignity and respect for others and their views. In order to implement this philosophy, the College administration desires to obtain faculty members possessing the finest scholarship and intellect--and the most challenging, humane, and effective teaching skills and methods. Furthermore, the College recognizes that meaningful diversity within its faculty is important in its own right. As a result, Roberts Wesleyan College does not discriminate in employment on the basis of race, color, creed, national origin, sex, handicap, or age. The College does reserve the right to employ persons who share its philosophy, goals, and objectives as outlined in the College Mission Statement on pages 2 - 4.

Not only does Roberts Wesleyan College abstain from discrimination, but it is actively committed to identify and gain the attention of diverse groups of qualified faculty candidates, especially members of minority groups. To this end, when time allows, full-time faculty openings shall be advertised in the appropriate professional publications such as the *Chronicle of Higher Education* and *Black Issues in Higher Education*. In addition, names of qualified prospective candidates shall be solicited from the appropriate departments at the University of Rochester, SUNY at Buffalo, Syracuse University, other area colleges and universities, and other institutions with respected programs in the disciplines of concern. Special efforts will be made to identify qualified minority-group candidates.

The Administrative Assistant to the President is the designated campus Affirmative Action Coordinator. It will be this official's responsibility to insure adherence to institutional policy and guidelines in all campus hiring and to serve as a resource person in the area of affirmative action.

APPENDIX 9

ADVISEMENT MATERIALS

FOUR SQUARES
GOAL SETTING

To help you plan your goals while at Roberts, we would like you to outline your course program for the next four years.

Freshman First Semester	Freshman Second Semester
Sophomore First Semester	Sophomore Second Semester

Junior First Semester	Junior Second Semester
Senior First Semester	Senior Second Semester

PGK:djd:85

ELEMENTARY EDUCATION PROGRAM

General Education Requirements

	current
ART 101 Introduction to the Visual Arts *or*	
MUS 104 Introduction to Music	2
GED 201 Science, Technology and Society	2
GED 401 Today's World and Its Great Issues	2
Laboratory sciences (biological & physical):	
BIO 101 General Biology	4
AST 201, CHM 101, ESC 101, or PHY 101	3
Behavioral science:	
PSY 101 General Psychology	3
Elective from history and the social sciences:	
PSY 201 Developmental Psychology	3
CMP 101 Principles of Writing	3
History (U.S. & non-U.S.):	
HST 201, 202, 203 or 204	3
HST 210, 301, 303, 304, 305, 306, 307 or 309	3
Philosophy (200 level):	
PHL 201, 202, 203, 204 or 208	3
LIT 200 Introduction to Literature	3
Old Testament	
BIB 102, 201, 202, 305 or 306	3
New Testament	
BIB 101, 301 or 302	3
CMC 101 Principles of Speech	2
PE 100 Fundamentals of Physical Education	2
Physical education skills electives	1
GED 100 Freshman Seminar	2
Language Proficiency	0-3
Mathematics Proficiency:	
MTH 160 Elements of Mathematics	3
CMP 100 English Essentials (if required)	0-2
MTH 100 Essentials of Mathematics (if required)	0-3
TOTAL	50-58

Elementary Education Major

EDU 202 Foundations of Education	3
EDU 205 Drug Education	1
EDU 301 Educational Psychology	4
EDU 303 Developmental Reading	3
EDU 304 Diagnosis & Treatment of Reading Difficulties	3
EDU 311 Audio-Visual Methods and Materials	3
EDU 322 Methods of Teaching Elementary Language Arts	2
EDU 323 Methods of Teaching Elementary Mathematics	2
EDU 324 Methods of Teaching Elementary Science	2
EDU 325 Methods of Teaching Elementary Social Studies	2
EDU 401 Student Teaching Practicum (Elementary)	12
TOTAL	37

Teaching Content Areas

Content major (Option A) or concentration with minor (Option B)	30-42
TOTAL	30-42

Program Overview

General Education Requirements	50-58
Elementary Education Major	37
Teaching Concentration	30-42
Electives	7-0
TOTAL	124-137

8/87

SEQUENCING OF ELEMENTARY EDUCATION COURSES

	sem. hrs.
FRESHMAN YEAR	
Semester I	
PSY 101 General Psychology	3
Semester II	
PSY 201 Developmental Psychology	3
SOPHOMORE YEAR	
Semester I	
EDU 205 Drug Education	1
Semester II	
EDU 202 Foundations of Education	3
JUNIOR YEAR	
Semester I	
EDU 301 Educational Psychology	4
EDU 303 Developmental Reading	3
Semester II	
EDU 304 Diagnosis & Treatment of Reading Difficulties	3
EDU 322 Methods of Teaching Elementary Language Arts	2
EDU 323 Methods of Teaching Elementary Mathematics	2
EDU 324 Methods of Teaching Elementary Science	2
EDU 325 Methods of Teaching Elementary Social Studies	2
SENIOR YEAR	
Semester I	
EDU 311 Audio-Visual Methods and Materials	3
EDU 401 Student Teaching Practicum (Elementary)	12

8/87

ROBERTS WESLEYAN COLLEGE
Rochester, New York 14624

Name____________________
Expected Graduation Date__________
Student Teaching Semester__________

TEACHER EDUCATION CALENDAR

Due Date	Activities and Responsibilities
Nov. soph. yr.	1. Attend the Introduction to Teacher Education Seminar. (11/5/87, 7-9pm)
Dec. 15 soph. yr.	2. Submit "Application for Admission to the Teacher Education Program" to the Department of Teacher Education.
Spring soph. yr.	3. Take the NTE Core Battery Test of Communication Skills.
Oct. 1 jr. yr.	4. Consult with your advisor concerning student teaching experience.
Fall jr. yr.	5. Attend workshops on resume writing.
Fall jr. yr.	6. Develop resume and autobiography.
Oct. 15 jr. yr.	7. Submit "Application for Student Teaching" to the Department.
Spring jr. yr.	8. Attend workshops on interviewing.
Spring jr. yr.	9. Take the NTE Core Battery Tests of General Knowledge and Professional Knowledge.
April jr. yr.	10. Pre-register for student teaching experience.
May jr. yr.	11. Arrange an interview with your sponsor teacher.
Fall sr. yr.	12. Review and update your resume.
Fall sr. yr.	13. Develop placement folder.
Oct. sr. yr.	14. Participate in mid-term evaluation.
Dec. sr. yr.	15. Evaluate student teaching experience.
April sr. yr.	16. Submit "Application for (Teaching) Certificate" to the Department.

8/87

EDUCATION

ROBERTS WESLEYAN COLLEGE
CAREER PLACEMENT AND PLANNING OFFICE

The majority of individuals in the Education major seek to become a classroom teacher in a public or private school. Increasing numbers of students will seek specialities in graduate programs. This will allow them to enter areas such as administration, counseling, special educational services, or to enter into related positions with community organizations, day care centers, government agencies, and church organizations. Consult the current Occupational Outlook Handbook available in the Career Center. Additional and detailed information on occupational projections and areas requiring graduate training are available.

Possible Career Leads

- Elementary and Secondary School Positions:
  - Administrator
  - Athletic coach
  - Audiovisual specialist
  - Dietician
  - Guidance counselor
  - Librarian
  - Pre-school, elementary, secondary teacher
- College Positions:
  - Administrators
  - Business manager
  - Counselor
  - Librarian
  - Personnel manager
- Education and public affiars director
- Recreation director
- Rehabilitation counselor
- Salesworker, e.g. textbooks, school supplies
- Special education teacher
- Speech pathologist/audiologist
- Principal or superintendent
- Psychologist
- Social worker
- Tutor
- Placement director
- Public relations
- Purchasing agent

Possible Hiring Institutions

- Adoption and child care agencies
- Board of Education
- Bookstores
- Colleges, schools, and educational institutions
- Community organizations: (recreation depts, YMCA, YWCA, Scouts)
- Educational agencies & firms
- Educational T.V. (film companies)
- Government agencies
- Libraries
- Social service agencies
- Test development corporations
- Rehabilitation agencies

Career Center and Library Resources

- Barron's How to Prepare for the GRE
- Career Insights
- The Complete Job-Search Handbook
- The CPC Annual 1984
- Directory of Occupational Titles
- Discover - Computerized Guidance Program
- Dress for Success
- Graduate School Fair Day in October
- How to Handle Pressure
- International Jobs
- Interview for Success
- Job Hunting Secrets and Tactics
- Job in the Real World
- Missions Handbook
- Occupational Outlook Handbook
- Peterson's Annual Guides to Graduate Study '83
- The Resume Workbook
- Resumes for College Graduates
- What Color is Your Parachute?

Department Resources

- Faculty

For further information contact: Career Placement and Planning Office
Roberts Wesleyan College
2301 Westside Drive
Rochester, NY 14624
(716) 594-9435

PGK/cwa
113083

Freshmen Year I

Student's Name ______________________ Expected Year of Graduation ______

Age ______ High School Average ________

Campus Address ______________________ Campus Phone __________

Private Phone ______________ What major are you considering? ______________

What alternatives might you be considering as a major? ______________________

The following questions have been designed to allow your advisor to get to know you, your interests and goals better.

All of us face uncertainties in our lives. Do not be concerned if you are uncertain about a particular question or answer. There is no right or wrong answer for any of these questions. Just describe how you would characterize things in your life at this point in the semester. For additional room, use the back of this sheet (be sure to include the question number with your answer).

Please complete and bring with you to your first advising session with your mentor.

1. What role do you see your mentor having and with what do you hope he/she can help? __________
2. What is your dream for this first year of college? ______________________
3. Why did you decide to come to RWC? ______________________
4. Do any concerns enter your mind? ______________________
5. Do you have any questions related to your intended major or your being at RWC? __________
6. What would you like to accomplish during these four years? ______________________
7. What help might you need in reaching these goals? ______________________
8. Have you personally talked with a faculty member within your major area? Yes ___ No ___ If yes, with whom have you talked? ______________________
9. Have you talked with any upperclass student who is planning a similar career? the same major? ___ What did you learn? ______________________

Freshmen Year II

Student's Name ______________________ Expected Year of Graduation _____

Age _______ High School Average _________

Campus Address ______________________ Campus Phone __________

Private Phone ____________ What major are you considering? ______________

What alternatives might you be considering as a major? ______________________

The following questions have been designed to allow your advisor to get to know you, your interests and goals better.

All of us face uncertainties in our lives. Do not be concerned if you are uncertain about a particular question or answer. There is no right or wrong answer for any of these questions. Just describe how you would characterize things in your life at this point in the semester. For additional room, use the back of this sheet (be sure to include the question number with your answer).

Please complete and bring with you to your first advising session with your advisor.

1. What role do you see your advisor having as compared to your mentor? ______________

2. Why did you select this major? ______________________

   A. What interests you most about it? ______________________

   B. What interests you least about it? ______________________

   C. What will be your average income five years after graduation? ______________

3. What do you anticipate doing with this major after graduation? ______________

4. What was the most profitable lesson learned first semester? ______________

5. What do you look forward to accomplishing this semester? ______________

6. Do you have any concerns at this point we can discuss together? ______________

7. As you look forward to your sophomore year, do any questions enter your mind? ______________

____

8. What goals would you like to accomplish while at RWC? ______________________________

____

9. What help may you need in accomplishing these goals? ______________________________

____

10. What concerns/thoughts do you have regarding your course of study at this point? ____________

____

11. Have you considered what you might do after graduation? Yes _____ No _____ If yes, explain

____

12. Have you used the Discover program in the Career Planning and Placement Office? Yes ___ No ___

(Do you know what Discover is?) Yes ___ No ___

13. Have you considered participating in the Cooperative Ed Program? Yes ___ No ___ Would you like to know more about the Cooperative Education? Yes ___ No ___ If yes, explain what some of your concerns might be. ______________________________

____

Sophomore Year I

Advisee's Name ______________________ Expected Year of Graduation _____

Age ______ GPA _________ Campus Address ______________________

Campus Phone ______________ Private Phone ______________

The following questions have been designed to allow your advisor to get to know you, your interests and goals better.

All of us face uncertainties in our lives. Do not be concerned if you are uncertain about a particular question or answer. There is no right or wrong answer for any of these questions. Just describe how you would characterize things in your life at this point in the semester. For additional room, use the back of this sheet (be sure to include the question number with your answer).

Please complete and bring with you to your advising session.

1. What is the current status of your decision about a major?
   ___ Definite: if so, what major? ________________
   ___ Not yet sure: which possibilities are you considering? ________________
   have you talked with someone? ________________
   ___ Have no idea: What have you done to help make your decision? ________________
2. In your opinion, what are your main criteria for selecting this major? ________________
3. What do you want to gain from your major? ________________
4. If you can select some "unrelated" electives, how do you see them strengthening you personally? ________________
5. What thoughts have you given to an internship, clinical experience, student teaching, or cooperative education experience? ________________
6. What obligations does your "anticipated" career place upon you outside of the ordinary 40 hour work week? ________________
7. How do you see this major contributing to the quality of your life (not financially)? ________________

If you are unsure about a major please complete the following questions.

8. Had you selected a major before coming to college? __ No __ Yes If so, which one? ________
   A. What has changed? ________________
   B. Why has there been a change? ________________
   C. What do you still like about the major? ________________
9. What classes have you consistently enjoyed since high school? ________________
   Why? ________________
10. What classes and courses have you enjoyed least since high school? ________________
   Why? ________________
11. In what classes and courses have you done best? ________________

Sophomore Year II

Advisee's Name ______________________ Expected Year of Graduation _____

Age ______ GPA _________ Campus Address ______________________

Campus Phone ______________ Private Phone ______________

The following questions have been designed to allow your advisor to get to know you, your interests and goals better.

All of us face uncertainties in our lives. Do not be concerned if you are uncertain about a particular question or answer. There is no right or wrong answer for any of these questions. Just describe how you would characterize things in your life at this point in the semester. For additional room, use the back of this sheet (be sure to include the question number with your answer).

Please complete and bring with you to your advising session.

1. Having completed a couple of courses in your major, how do you feel about the major? _________
2. What do you like most about the things you've learned/seen in your major? _________
3. What do you like least about the things you've learned/seen in you major? _________
4. What challenges you to continue studying in your major? _________
5. Are there any skill areas with which you need assistance? _________
6. How much flexibility do you have in terms of dress, hours of work, vacation, etc.? _________
7. Have you considered a minor which would complement your major? ___ No ___ Yes
8. Do you have any questions about your major at this point? _________
9. What specialities in the field have you found to be interesting? _________
10. Have you considered an internship, clinical, student teaching, experiential and/or cooperative education experience? ___ Yes ___ No If so, in what area? _________

Junior Year I

Advisee's Name ______________________ Expected Year of Graduation _____

Age ______ GPA ________ Campus Address ______________________

Campus Phone ____________ Private Phone ____________

The following questions have been designed to allow your advisor to get to know you, your interests and goals better.

All of us face uncertainties in our lives. Do not be concerned if you are uncertain about a particular question or answer. There is no right or wrong answer for any of these questions. Just describe how you would characterize things in your life at this point in the semester. For additional room, use the back of this sheet (be sure to include the question number with your answer).

Please complete and bring with you to your advising session.

1. Why have you chosen this major? ______________________
   A. What interests you most about it? ______________________
   B. What interests you least about it? ______________________
2. What do you think you can do with this major? ______________________
3. Are you considering working in an area this summer closely related to your career interest? ___ Yes ___ No If yes, explain ______________________
4. What alternatives are you considering after college? ______________________
5. What information do you presently have about these alternatives? ______________________
6. What are other sources which might aid you in learning more about these alternatives? ______________________
7. How rapidly is your present career field growing? How would you describe or estimate future prospects? ______________________
8. What skills and abilities do you possess to do these things? ______________________
9. What skills and abilities are necessary to do this as a career? ______________________
10. If you do not yet possess all of the necessary skills and abilities, how can you gain them? ______________________

ROBERTS WESLEYAN COLLEGE • 2301 Westside Drive • Rochester, NY 14624 • (716) 594-9471 ext 139

Junior Year II

Advisee's Name ______________________ Expected Year of Graduation ____

Age ______ GPA ________ Campus Address ______________________

Campus Phone ____________ Private Phone ____________

The following questions have been designed to allow your advisor to get to know you, your interests and goals better.

All of us face uncertainties in our lives. Do not be concerned if you are uncertain about a particular question or answer. There is no right or wrong answer for any of these questions. Just describe how you would characterize things in your life at this point in the semester. For additional room, use the back of this sheet (be sure to include the question number with your answer).

Please complete and bring with you to your advising session.

1. What do you see as your projected plan for your Senior year in college? ______________
2. What skill areas do you feel you need to work on in your curriculum? ______________
3. How do you plan on improving your skills and abilities during this year? ______________
4. Are you considering working in an area this summer closely related to your career interest? ___ Yes ___ No If yes, explain ______________
5. Describe how you feel the extra curricular activities you are involved with have helped you towards your career objective. ______________
6. Have you considered an experiential education alternative? If so, what options are you considering? ______________
7. Have you started drafting your resume? ___ Yes ___ No If no, when do you plan on beginning? ______________
8. Have you talked to anyone within your career area other than a professor within the last three months? ___ Yes ___ No
9. Have you used the services of the Career Planning and Placement Office this year? Yes ___ No ___ I should ___

ROBERTS WESLEYAN COLLEGE • 2301 Westside Drive • Rochester, NY 14624 • (716) 594-9471 ext 139

Senior Year I

Advisee's Name ______________________ Expected Year of Graduation _____

Age _______ GPA _________ Campus Address ______________________

Campus Phone ______________ Private Phone ______________

The following questions have been designed to allow your advisor to get to know you, your interests and goals better.

All of us face uncertainties in our lives. Do not be concerned if you are uncertain about a particular question or answer. There is no right or wrong answer for any of these questions. Just describe how you would characterize things in your life at this point in the semester. For additional room, use the back of this sheet (be sure to include the question number with your answer).

Please complete and bring with you to your advising session.

1. What do you feel you need to provide you with the fullest knowledge of your major field? _______
2. What goals still remain for you to achieve this year? _______
3. What skills/abilities do you want to improve on this year? _______
4. How do you plan to improve these skills/abilities? _______
5. What was the purpose of your experiential education activity from your perspective? _______
6. What are your plans following graduation? _______
7. What action plan have you developed in locating employment/graduate school? _______

APPENDIX 10

KEATING LIBRARY
STUDENT EVALUATION QUESTIONNAIRE

KEATING LIBRARY STUDENT EVALUATION QUESTIONNAIRE

The purpose of this questionnaire is to assist the Library staff in evaluating and improving its services to students. Regardless of whether you are a regular or an infrequent user of the Library, your responses will be important in helping to identify strengths and weaknesses. Please respond to each item. Thank you for helping the Library to serve you better.

1. Please indicate your class standing:
    - _____ Freshman
    - _____ Sophmore
    - _____ Junior
    - _____ Senior

2. Please list your anticipated major or majors (if decided):

    ____

    ____

3. Please indicate the ways in which you have used the Keating Library (Check all that apply):
    - _____ Studying by yourself
    - _____ Studying with a friend
    - _____ Studying with a group
    - _____ Obtaining material you were assigned to read (or listen to) for a course
    - _____ Obtaining unassigned material you wished to read for relaxation, inspiration, personal enrichment, etc.
    - _____ Doing research on an assigned topic
    - _____ Obtaining an online database search on an assigned topic
    - _____ Using Library resources to locate a particular piece of information
    - _____ Borrowing material from other libraries through interlibrary loan
    - _____ Listening to records or compact discs from the Library collection

4. Please estimate the number of times you have used the Keating Library during the past week (Do not include classes, group meetings, or visits to the Learning Center):
    - _____ 0
    - _____ 1-2
    - _____ 3-5
    - _____ more than 5

5. Please estimate the amount of time you have spent using the Library during the past week (Do not include any time spent in classes, group meetings, or visits to the Learning Center):
    - _____ 0-15 minutes
    - _____ 15-60 minutes
    - _____ 1-2 hours
    - _____ 3-5 hours
    - _____ more than 5 hours

6. Please estimate the number of times you have used a public library or another college or university library during the current academic year (Do not include borrowing from other libraries via interlibrary loan):
    - _____ 0
    - _____ 1-2
    - _____ 3-5
    - _____ more than 5

Please evaluate the following aspects of Keating Library resources and services, using the following rating scale:

1 = outstanding 3 = good 5 = needs improvement
2 = very good 4 = fair 6 = very poor
0 = lack sufficient information to make an evaluation

_____ 7. Books related to the courses you have taken at RWC

_____ 8. Journals related to the courses you have taken at RWC

_____ 9. Books related to the field(s) in which you expect to major

_____ 10. Journals related to the field(s) in which you expect to major

_____ 11. Periodical indexes and abstracts

_____ 12. Reference materials (dictionaries, encyclopedias, almanacs, directories, etc.)

_____ 13. Material for staying informed about important public issues

_____ 14. Material for inspirational/devotional reading

_____ 15. Material for leisure/recreational reading

_____ 16. Music collections on records and compact discs

_____ 17. Friendliness and courtesy of the Library staff

_____ 18. Competence and service commitment of the Library staff

_____ 19. The Library's hours of service

_____ 20. Policies and procedures for regulating noise in the reading rooms

_____ 21. Facilities for study (chairs, carrels/tables, lighting, room temperatures, etc.)

_____ 22. Circulation policies (loan periods, overdue notices, fines, etc.)

_____ 23. Interlibrary loan service for obtaining material from other libraries

_____ 24. Online bibliographic database search service

_____ 25. Guide to Library Resources & Research (handbook purchased by freshmen)

_____ 26. Library instruction sessions and assignments for freshmen

_____ 27. Reference service (personal assistance in helping you find information or use the Library)

_____ 28. Your overall evaluation of Library resources and services

29. What do you most like about the Keating Library?

30. What would you most like to see changed or improved in the Keating Library?

DATA SUMMARY: KEATING LIBRARY STUDENT EVALUATION QUESTIONNAIRE

Administering of Questionnaire:

Questionnaires were handed to students entering chapel on Wednesday, December 9, 1987 (last chapel of the Fall Semester). Completed questionnaires were collected from students as they left chapel.

Questionnaires Completed:

188 fully or partially completed questionnaires were received

Distribution of Completed Questionnaires by Class:

Freshman	77
Sophmore	39
Junior	42
Senior	28
Unidentified	2

*Distribution of Completed Questionnaires by Indicated Major:

Accounting (7)
Art/Art Education (9)
Biology (4)
Business Administration (22)
Chemistry (1)
Communication (7)
Comprehensive Science (1)
Comprehensive Social Studies (1)
Computer Science (1)
Contemporary Ministries (1)
Criminal Justice (3)
Elementary/Secondary Education (40)
Engineering (4)
English (9)
Fine Arts (1)
Gerontology (4)
History (5)
Mathematics (12)
Music/Music Education (12)
Nursing (28)
Piano Pedagogy (1)
Psychology (24)
Religion/Philosophy (12)
Social Work (11)
Sociology (5)
*NOTE: Some students indicated double majors, while others listed none

Types of Keating Library Use:

Studying alone

Freshman	67	(87.0%)
Sophmore	33	(84.6%)
Junior	37	(88.1%)
Senior	27	(96.4%)
TOTAL	164	(87.7%)

Studying with a friend

Freshman	65	(84.4%)
Sophmore	30	(76.9%)
Junior	31	(73.8%)
Senior	27	(82.1%)
TOTAL	150	(80.2%)

Studying with a group

Freshman	42	(54.5%)
Sophmore	15	(38.5%)
Junior	21	(50.0%)
Senior	16	(57.1%)
TOTAL	94	(50.3%)

Obtaining material assigned for reading or listening:

Freshman	57	(74.0%)
Sophmore	35	(89.7%)
Junior	38	(90.5%)
Senior	28	(100%)
TOTAL	159	(85.0%)

Obtaining non-course-related materials

Freshman	27	(35.1%)
Sophmore	17	(43.6%)
Junior	19	(45.2%)
Senior	12	(42.9%)
TOTAL	76	(40.6%)

Doing research on an assigned topic

Freshman	68	(88.3%)
Sophmore	35	(89.7%)
Junior	36	(85.7%)
Senior	26	(92.9%)
TOTAL	166	(88.8%)

Obtaining an online database search

Freshman	7	(9.1%)
Sophmore	5	(12.8%)
Junior	4	(9.5%)
Senior	2	(7.1%)
TOTAL	18	(9.6%)

Locating a particular piece of information

Freshman	52	(67.5%)
Sophmore	18	(46.1%)
Junior	27	(64.3%)
Senior	21	(75.0%)
TOTAL	119	(63.6%)

Obtaining material through interlibrary loan

Freshman	5	(6.5%)
Sophmore	8	(20.5%)
Junior	8	(19.0%)
Senior	7	(25.0%)
TOTAL	28	(15.0%)

Listening to the Library's records or compact discs

Freshman	8	(10.4%)
Sophmore	16	(41.0%)
Junior	12	(28.6%)
Senior	10	(35.7%)
TOTAL	46	(24.6%)

Frequency of Keating Library Use During the Past Week:

	Freshman	Sophmore	Junior	Senior	Total
0 uses	9 (11.5%)	10 (26.3%)	2 (4.9%)	6 (21.4%)	27 (14.5%)
1-2 uses	37 (47.4%)	20 (52.6%)	22 (53.7%)	8 (28.6%)	87 (46.8%)
3-5 uses	25 (32.1%)	4 (10.5%)	14 (34.1%)	11 (39.3%)	55 (29.6%)
over 5 uses	7 (9.0%)	4 (10.5%)	3 (7.3%)	3 (10.7%)	17 (9.1%)

Amount of Time Spent in the Keating Library During the Past Week:

	Freshman	Sophmore	Junior	Senior	Total
0-15 minutes	10 (13.2%)	13 (34.2%)	3 (7.5%)	6 (21.4%)	32 (17.5%)
15-60 minutes	18 (23.7%)	7 (18.4%)	14 (35.0%)	2 (7.1%)	41 (22.4%)
1-2 hours	19 (25.0%)	7 (18.4%)	3 (7.5%)	7 (25.0%)	36 (19.8%)
3-5 hours	16 (21.1%)	7 (18.4%)	15 (37.5%)	7 (25.0%)	45 (24.6%)
over 5 hours	13 (17.1%)	4 (10.5%)	5 (12.5%)	6 (21.4%)	29 (15.8%)

Number of Uses of Public/Other Academic Libraries During the Academic Year:

	Freshman	Sophmore	Junior	Senior	Total
0 uses	41 (53.2%)	21 (55.3%)	17 (41.5%)	13 (46.4%)	92 (50.3%)
1-2 uses	18 (23.4%)	9 (23.7%)	11 (26.8%)	8 (28.6%)	47 (25.7%)
3-5 uses	8 (10.4%)	4 (10.5%)	3 (7.3%)	4 (14.3%)	19 (10.4%)
over 5 uses	10 (13.0%)	4 (10.5%)	10 (24.4%)	3 (10.7%)	27 (14.8%)

Student Ratings (1=outstanding, 2=very good, 3=good, 4=fair, 5=needs improvement, 6=very poor):

Books related to courses taken

	1	2	3	4	5	6	Mean
Freshman	5	18	28	2	2	1	2.66
Sophmore	2	9	14	6	1	3	3.11
Junior	2	9	15	4	9	1	3.30
Senior	0	3	12	5	7	0	3.59
Fine Arts	1	4	9	2	2	0	3.00
Natural Science/Mathematics	1	2	13	1	3	2	3.41
Nursing	1	11	4	4	3	2	3.12
Religion/Humanities	5	8	12	2	2	1	2.70
Social Science/Business	4	14	25	5	7	0	2.75
Teacher Education	2	8	20	4	3	1	3.03
TOTAL	9	39	69	18	20	5	3.10

Journals related to courses taken

	1	2	3	4	5	6	Mean
Freshman	5	20	17	7	2	0	2.63
Sophmore	2	8	10	4	4	1	3.10
Junior	2	10	10	7	4	1	3.12
Sophmore	1	4	7	6	8	2	3.79
Fine Arts	1	5	5	3	1	0	2.87
Natural Science/Mathematics	2	5	8	5	0	1	2.95
Nursing	1	11	5	3	5.5	2.5	3.30
Religion/Humanities	4.5	2.5	11	5	2	0	2.90
Social Science/Business	2	17	17	7	8	1	3.06
Teacher Education	4	10	7	9	2	1	2.94
TOTAL	10	42	44	24	18	5	3.09

Books related to intended major field(s)

	1	2	3	4	5	6	Mean
Freshman	5	25	13	5	2	2	2.62
Sophmore	5	8	12	3	2	4	3.03
Junior	3	5	15	8	3	3	3.32
Senior	1	4	10	5	7	0	3.48
Fine Arts	1	4	5	3	2	1	3.25
Natural Science/Mathematics	2	3	8	5	2	3	3.20
Nursing	5	10	3	5	3	2	2.89
Religion/Humanities	4	7	10	1	2	1	2.72
Social Science/Business	2	18	16	9	3	2	2.98
Teacher Education	3	8	16	6	2	2	3.05
TOTAL	14	42	50	22	14	9	3.05

Journals related to intended major field(s)

	1	2	3	4	5	6	Mean
Freshman	4	18	15	8	1	2	2.79
Sophmore	5	6	6	6	2	4	3.21
Junior	2	5	10	8	8	0	3.45
Senior	1	5	6	5	10	1	3.75
Fine Arts	2	5	3	4	1	0	2.80
Natural Science/Mathematics	1	3	7	3	2	4	3.70
Nursing	4	6	6	4	5.5	2.5	3.30
Religion/Humanities	4.5	5.5	7	5	3	0	2.86
Social Science/Business	3	15	16	8	7	1	3.08
Teacher Education	5	8	6	8	5	1	3.09
TOTAL	12	34	37	27	21	8	3.25

Periodical indexes and abstracts

	1	2	3	4	5	6	Mean
Freshman	9	23	20	6	3	0	2.52
Sophmore	3	7	12	7	1	0	2.87
Junior	1	13	13	5	3	0	2.89
Senior	3	3	12	5	2	0	3.00
Fine Arts	1	5	8	2	0	0	2.69
Natural Science/Mathematics	3	9	8	3	0	0	2.48
Nursing	4	4	11	6	0	0	2.76
Religion/Humanities	5	11	6	3	2	0	2.48
Social Science/Business	6	15	22	6	8	0	2.91
Teacher Education	4	9	18	4	1	0	2.77
TOTAL	16	47	57	23	10	0	2.76

Reference materials

	1	2	3	4	5	6	Mean
Freshman	11	35	17	3	0	0	2.18
Sophmore	7	14	9	3	1	0	2.32
Junior	3	13	14	6	0	0	2.64
Senior	1	6	16	3	0	1	2.93
Fine Arts	1	5	8	2	0	0	2.22
Natural Science/Mathematics	5	9	8	2	0	0	2.29
Nursing	3	6	11	3	0	0	2.61
Religion/Humanities	5	14	9	2	1	0	2.35
Social Science/Business	3	35	11	6	2	1	2.52
Teacher Education	10	20	9	4	0	0	2.16
TOTAL	22	69	57	15	1	1	2.44

Material about important public issues

	1	2	3	4	5	6	Mean
Freshman	10	19	16	2	4	0	2.43
Sophmore	3	7	9	4	3	0	2.88
Junior	1	13	13	6	1	0	2.79
Senior	1	2	12	3	3	0	3.24
Fine Arts	1	6	7	1	0	0	2.53
Natural Science/Mathematics	4	5	4	5	2	0	2.80
Nursing	2	6	8	1	0	0	2.47
Religion/Humanities	3	5	10	2	6	0	3.12
Social Science/Business	6	16	20	5	4	0	2.71
Teacher Education	3	11	11	6	1	0	2.72
TOTAL	15	42	52	15	11	0	2.74

Material for inspirational/devotional reading

	1	2	3	4	5	6	Mean
Freshman	2	12	9	6	0	1	2.77
Sophmore	3	4	11	3	5	2	3.32
Junior	1	11	12	1	1	0	2.83
Senior	2	2	8	4	2	1	3.26
Fine Arts	0	4	6	0	1	0	2.82
Natural Science/Mathematics	3	4	3	3	3	0	2.94
Nursing	1	4	7	0	2	0	2.86
Religion/Humanities	2	4	8	4	0	2	3.44
Social Science/Business	2	14	14	6	1	2	2.90
Teacher Education	0	10	10	5	2	2	2.90
TOTAL	8	29	41	14	8	4	2.97

Material for leisure/recreational reading

	1	2	3	4	5	6	Mean
Freshman	6	10	13	4	8	1	3.02
Sophmore	2	4	10	6	7	1	3.50
Junior	1	8	14	5	3	3	3.29
Senior	2	4	9	2	3	0	3.00
Fine Arts	0	5	3	2	5	0	3.47
Natural Science/Mathematics	4	5	6	4	2	0	2.76
Nursing	1	0	8	1	3	1	3.57
Religion/Humanities	4	6	6	2	4	0	2.82
Social Science/Business	2	11	19	7	7	3	3.31
Teacher Education	2	8	12	6	8	1	3.35
TOTAL	11	26	46	18	22	5	3.23

Music collections on records and compact discs

	1	2	3	4	5	6	Mean
Freshman	2	5	8	2	3	1	3.10
Sophmore	0	10	8	3	3	0	2.96
Junior	0	3	6	5	3	4	3.95
Senior	1	4	2	2	2	0	3.00
Fine Arts	2	5	2	2	4	1	3.25
Natural Science/Mathematics	1	3	3	3	1	0	3.00
Nursing	0	3	2	1	0	0	2.67
Religion/Humanities	1	5	5	0	2	2	3.20
Social Science/Business	0	7	11	5	4	1	3.32
Teacher Education	1	8	5	3	4	2	3.30
TOTAL	3	22	24	12	11	5	3.27

Friendliness and courtesy of the Library staff

	1	2	3	4	5	6	Mean
Freshman	25	30	8	4	1	0	1.91
Sophmore	11	12	11	1	0	0	2.06
Junior	11	15	12	1	1	1	2.24
Senior	5	10	9	3	0	0	2.37
Fine Arts	8	6	6	0	0	0	1.90
Natural Science/Mathematics	10	11	2	1	0	0	1.75
Nursing	6	12	6	2	0	0	2.15
Religion/Humanities	12	11	6	2	0	0	1.94
Social Science/Business	15	26	16.5	2.5	2	0	2.20
Teacher Education	16	15	9	2	0	1	2.02
TOTAL	53	67	41	9	2	1	2.09

Competence and service commitment of the Library staff

	1	2	3	4	5	6	Mean
Freshman	21	26	18	1	1	0	2.02
Sophmore	11	9	12	1	1	0	2.18
Junior	9	17	10	1	0	1	2.18
Senior	5	10	10	2	0	0	2.33
Fine Arts	8	4	6	0	0	0	1.89
Natural Science/Mathematics	12	6	7	0	0	0	1.80
Nursing	7	8	9	1	0	0	2.16
Religion/Humanities	11	12	4	2	0	0	1.90
Social Science/Business	10	31	18	1	1	0	2.21
Teacher Education	14	13	12	1	0	1	2.10
TOTAL	47	62	51	5	2	1	2.14

The Library's hours of service

	1	2	3	4	5	6	Mean
Freshman	5	29	19	11	6	1	2.82
Sophmore	5	8	13	4	4	1	2.91
Junior	1	13	10	3	10	3	3.42
Senior	2	9	6	2	6	2	3.26
Fine Arts	2	5	8	2	2	1	3.00
Natural Science/Mathematics	0	10	9	2	4	1	3.12
Nursing	3	9	6	4	4	0	2.88
Religion/Humanities	6	6	8	2	7	2	3.13
Social Science/Business	2	29	12	9	10	1	2.98
Teacher Education	5	15	9	7	4	3	2.98
TOTAL	13	59	49	21	26	7	3.05

Policies and procedures for regulating noise in the reading rooms

	1	2	3	4	5	6	Mean
Freshman	9	23	22	7	5	0	2.64
Sophmore	2	9	15	4	3	0	2.91
Junior	2	14	11	5	3	2	2.97
Senior	0	6	13	3	4	0	3.19
Fine Arts	1	6	6	1	3	0	2.94
Natural Science/Mathematics	3	8	11	3	1	0	2.65
Nursing	2	9	9	2	3	1	2.92
Religion/Humanities	2	6	14	3	3	0	2.96
Social Science/Business	4	19	22	8	5	1	2.90
Teacher Education	1	15	19	3	2	0	2.75
TOTAL	13	52	63	19	15	2	2.86

Facilities for study

	1	2	3	4	5	6	Mean
Freshman	12	22	24	9	4	1	2.64
Sophmore	3	11	13	4	3	1	2.89
Junior	4	13	17	3	2	1	2.72
Senior	0	9	10	4	3	0	3.04
Fine Arts	4	7	6	2	1	0	2.45
Natural Science/Mathematics	3	7	12	4	0	1	2.78
Nursing	3	9	10	2	2	0	2.65
Religion/Humanities	4.5	7.5	12	4	4	0	2.86
Social Science/Business	5	25	20	7	5	1	2.76
Teacher Education	5	15	14	5	3	0	2.67
TOTAL	19	53	65	20	12	3	2.78

Circulation policies (loan periods, overdue notices, fines, etc.)

	1	2	3	4	5	6	Mean
Freshman	7	20	24	8	1	3	2.76
Sophmore	3	12	12	4	0	0	2.55
Junior	3	15	15	2	2	0	2.59
Senior	0	9	10	4	3	0	3.04
Fine Arts	2	5	7	3	0	0	2.65
Natural Science/Mathematics	2	13	4	2	1	0	2.48
Nursing	3	4	14	3	0	0	2.71
Religion/Humanities	1.5	9.5	9	1	2	3	3.06
Social Science/Business	3	26	17	5.5	0.5	0	2.51
Teacher Education	3	16	7	8	1	0	2.66
TOTAL	13	57	66	17	4	3	2.69

Interlibrary loan service

	1	2	3	4	5	6	Mean
Freshman	4	7	10	3	1	0	2.60
Sophmore	4	4	7	2	1	0	2.56
Junior	2	10	6	3	1	0	2.59
Senior	1	1	6	2	2	0	3.25
Fine Arts	2	4	2	1	0	0	2.22
Natural Science/Mathematics	3	2	6	1	0	0	2.58
Nursing	1	3	7	0	0	0	2.55
Religion/Humanities	1	1	7	2	4	0	3.47
Social Science/Business	2	10	12	4	1	0	2.72
Teacher Education	4	4	5	4	1	0	2.67
TOTAL	11	22	29	10	5	0	2.69
(Reported users only)	5	9	8	2	0	0	2.29

*Guide to Library Resources & Research (handbook for freshmen)

	1	2	3	4	5	6	Mean
Freshman	2	5	5	2	1	0	2.61
Sophmore	3	12	9	2	2	0	2.57
Junior	0	2	6	2	0	1	3.27
Senior	0	1	1	1	0	0	3.00
Fine Arts	2	6	3	1	0	0	2.25
Natural Science/Mathematics	2	5	8	4	0	0	2.74
Nursing	4	3	6	0	2	1	2.75
Religion/Humanities	0	2	5	1	0	0	2.60
Social Science/Business	1	20	9	6	1	0	2.62
Teacher Education	4	11	11	2	1	1	2.60
TOTAL	14	43	33	18	5	3	2.71

*NOTE: Only current freshmen and sophmores have received this handbook

Online bibliographic database search service

	1	2	3	4	5	6	Mean
Freshman	2	5	5	2	1	0	2.67
Sophmore	1	3	9	0	1	0	2.78
Junior	0	4	11	1	0	0	2.81
Senior	0	1	4	1	0	0	3.00
Fine Arts	0	2	3	0	0	0	2.60
Natural Science/Mathematics	2	2	3	1	0	0	2.38
Nursing	0	3	6	0	0	0	2.67
Religion/Humanities	0	2	5	1	0	0	2.88
Social Science/Business	1	6	12	4	1	0	2.92
Teacher Education	1	3	6	0	0	0	2.50
TOTAL	3	13	29	4.5	2.5	0	2.82

Library instruction sessions & assignments for freshmen

	1	2	3	4	5	6	Mean
Freshman	6	18	29	10	2	3	2.90
Sophmore	6	6	6	6	0	0	2.50
Junior	1	3	6	2	4	1	3.24
Senior	0	1	3	2	0	0	3.17
Fine Arts	3	3	4	3	0	0	2.54
Natural Science/Mathematics	1	4	8	2	2	0	3.00
Nursing	1	4	8	3	1	1	3.11
Religion/Humanities	4	3	7	4	1	1	2.90
Social Science/Business	3	13	14	6	1	2	2.87
Teacher Education	7	7	8	5	2	1	2.70
TOTAL	11	28	45	21	6	4	2.96

Reference service

	1	2	3	4	5	6	Mean
Freshman	17	28	13	5	3	0	2.23
Sophmore	7	13	8	4	0	1	2.39
Junior	4	12	12	3	2	0	2.61
Senior	5	8	8	4	0	0	2.44
Fine Arts	5	9	5	0	0	0	2.00
Natural Science/Mathematics	8	5	6	1	0	0	2.00
Nursing	3	7	6	6	1	0	2.78
Religion/Humanities	8	13	5	1	3	0	2.30
Social Science/Business	9	25	17.5	5.5	1	0	2.32
Teacher Education	13	13	11	3	0	0	2.10
TOTAL	33	62	42	16	5	1	2.38

Overall evaluation of Library

	1	2	3	4	5	6	Mean
Freshman	8	38	18	6	2	0	2.39
Sophmore	4	10.5	18.5	1	2	0	2.62
Junior	1	15	13	5	3	1	2.92
Senior	1	4	16	3	1	1	3.08
Fine Arts	1	10	8	1	0	0	2.45
Natural Science/Mathematics	3	9	9	3.5	1.5	0	2.67
Nursing	2	10	8	3	3	1	2.93
Religion/Humanities	5	10	11	3	2	0	2.58
Social Science/Business	2	27.5	26.5	2	2	0	2.58
Teacher Education	6	19	14	2.5	0.5	1	2.43
TOTAL	14	68.5	65.5	15.5	8.5	2	2.67

Aspects of Library Service in Order of Total Mean Rating:

	Mean
Friendliness and courtesy of the Library staff	2.09
Competence and service commitment of the Library staff	2.14
Reference service	2.38
Reference materials	2.44
OVERALL EVALUATION OF LIBRARY	2.67
Circulation policies	2.69
Interlibrary loan service	2.69
Guide to Library Resources & Research	2.71
Material about important public issues	2.74
Periodical indexes and abstracts	2.76
Facilities for study	2.78
Online bibliographic database search service	2.82
Policies and procedures for regulating noise in the reading rooms	2.86
Library instruction sessions and assignments for freshmen	2.96
Material for inspirational/devotional reading	2.97
Books related to intended major field(s)	3.05
The Library's hours of service	3.05
Journals related to courses taken	3.09
Books related to courses taken	3.10
Material for leisure/recreational reading	3.23
Journals related to intended major field(s)	3.25
Music collections on records and compact discs	3.27

What Students Like Best About the Keating Library

NOTE: The comments below have been sorted by topic, but they are otherwise complete and unedited

COLLECTION

- It has a lot to offer for a nursing major
- The periodical section
- Nice facilities to grow intellectually
- Resources
- Many periodicals are available for reading
- The periodical magazines are good
- Lots of info.
- There is almost always a good book on the topic you are studying
- It's so big and there are so many sources of information
- The variety of periodicals
- It's easy to find articles I'm looking for
- The research volumes
- The books and material
- I like the bound periodicals
- The quantity and quality of materials
- Leisure books, magazines
- The periodicals section
- Number of available books for reading
- The resources are almost always sufficient
- Availability of periodicals/references
- Basically everything I need is there
- The periodicals room is where I enjoy researching current events

BUILDING AND FACILITIES

- The big spacious windows
- Accomodations for studying
- The carrels are useful
- Comfortable
- The study rooms are great

-Listening room
-Excellent place to study
-It's pretty
-It is very comfortable
-Facilities for study
-The furniture. I also like the spacious atmosphere for personal study.
-Comfortable
-Atmosphere
-The study areas
-Music room
-Modern interior appearance, view of campus
-I enjoy the art in front from time to time
-The CD is great
-Location
-On campus
-It's on campus
-Layout
-It's close
-The setup, easy access to all materials
-Having it so close, where I can use it any time
-Location--convenient to my needs
-Availability
-Proximity in relation to the rest of the campus
-It's close by
-I like the easy accessibility of it

ORGANIZATION AND ARRANGEMENT OF MATERIALS

-Easy to find your material once you find out what & how to use it
-Easy access to materials
-It is small and still uses card catalogs instead of com cats
-Availability of resources
-Books are well organized
-This is one of the most organized libraries I've ever been in
-The convenience it takes to find things
-The easy access to everything
-It's not too big, & it's easy to find what you're looking for
-The way the books are placed in the rooms
-The organization of the books & their easy access. The two different card catalogs
-The table with the new books brought in
-It's not very hard to find the information
-It is very easy to find you way around the library, when looking for materials

NOISE CONTROL AND STUDY ATMOSPHERE

-The study atmosphere it provides in the quiet section
-Quiet place to study
-It provides a good environment for studying
-Excellent place to study
-It is a great place to study, whether alone or with a group
-The different atmosphere to study or work in a group
-The atmosphere for study
-It's the best place to study
-The atmosphere to study
-The different rooms available to do your work--talking, no talking, or quiet study
-The quiet room
-Easy to study
-Atmosphere
-It's a good place to do research and to study

-Offers a very quiet place to study and a semi-quiet place to talk with fellow students
-I like the fact that the rooms are quiet
-There are different rooms depending on how quiet you want it
-The study areas
-The top & bottom sections for quiet and not-so-quiet
-The variety of areas in which to study, either with quiet or with small amounts of talking allowed
-Quiet
-It accommodates both those who wish to study alone & in groups
-Good place to sleep
-I like how it is set up with quiet & talking sections
-The rooms appointed for different noise levels
-The atmosphere is conducive to thinking
-The quiet space to work
-The different settings in which to study
-Quiet atmosphere
-It provides a quiet place to study out of the dorms
-The quiet
-The downstairs reading room
-Freedom
-My friends are there
-I like the atmosphere in the Library
-Study atmosphere
-Quiet section & noisy section
-Good environment for concentration
-Quiet
-The study rooms are great
-Quietness
-It is normally a quiet area to study
-It's homey & a good place to go when you feel down, studious, or recreational
-The atmosphere
-It's a place to go when the dorm is too loud. I can see my friends that I don't see during the day
-The atmosphere
-Different environments to study in
-It's one of the most reliable places to study when you can't get any studying done anywhere else
-The atmosphere is good
-Quiet place to study & get away from noisy dorm
-Quiet place to study
-It's a good place to study
-Having the different sections for different types of study
-I've been able to get a lot of studying done

STAFF

-I appreciate Mrs. Bowman's help when I needed it. The staff as a whole was very helpful
-The service
-The friendliness & helpfulness of the people
-The staff is very friendly
-The ability to get help when you can't find something yourself
-The help of the staff
-I like the friendly assistance available
-Friendly staff
-The staff
-Assistance of library personnel
-Very friendly staff

- People
- Employees always ready to give assistance, very friendly
- Seeing the librarians smile
- People are courteous, try to help you
- The service
- The staff is courteous & helpful
- Staff
- The people
- Good working friendly staff
- The librarians are very friendly & helpful
- The staff that work there
- The willingness of the staff to help when you're researching a topic
- Personal [i.e., personnel?]
- Friendly staff
- The staff is very friendly & helpful
- Understanding of the staff
- The helpfulness of most of the staff
- The staff--very friendly & helpful
- The friendliness & courtesy of the staff!
- The workers are polite
- Everyone is helpful & nice
- The willing & helpful staff
- I like the friendliness of the library staff
- Excellent staff
- Knowledgeable staff
- When I'm looking for info, but don't exactly know how to go about it/where to begin, I know someone will help me with a smile & sincerity--excellent staff--I always feel welcome
- Friendly staff
- The help in obtaining materials needed
- The friendly, relaxed staff
- The staff. They are always there when you need them
- The help
- The help & good attitudes of the workers

What Students Would Most Like to See Changed or Improved in the Keating Library

COLLECTION

- Newer books (70's & 80's)
- Buffalo newspapers
- Journals of current date in the nursing topic
- More periodicals could be used
- More information for research pertaining to my major [accounting]. Quite frankly, I think the library does not offer much info on any topic except for the RP major. For a college library it has much to be desired
- Some books are so old they feel molded. I don't mean this to be funny
- The number of scientifically up to date resources is lacking. Since I am a part-time student at RIT, I am lucky to be able to use their library for much of my research needs. I realize that RWC is smaller & doesn't have the $ of such a place as RIT, but it is not uncommon to find the average publishing dates on scientific material to be around 1975.
- The collection of music records & CD's definitely needs much improvement
- The library needs more journals & magazines, especially in the communications field. Also, it would be helpful to get more newspapers, i.e., the Los Angeles Times, Chicago Tribune, or Washington Post.
- More or some good Christian novels to read. I go looking for a good Christian mystery-romance or any kind of novel & I can't find any. Need pleasure books
- More updated books

-Better selection of books in current years
-More variety in books
-Easy listening music
-The size
-More leisure & controversial books to read (D. H. Lawrence, C. H. Lewis, etc.)
-New books
-Up-to-date books. I wanted to find a book of monologues for acting (The Actor's Sourcebook, a well-known monologue book) & I found books from what looked like the 17th century, w 17th century-type plays (Give me a break!)
-More of a selection in nonverbal communication, sports magazines, newspapers, & computer science
-They don't have appropriate resources. It makes it difficult researching topics
-Books for leisure/recreational reading!!
-A few more recent books and maybe a sorting out of books which have become outdated
-More materials on Black history. Black leaders.
-More books with up to date discussions of theological issues. Newer commentaries
-More current resource information, i.e., in the area of telecommunications
-The books need to be much more updated and/or a greater variety
-More updated books
-Might get some Canadian news (if you haven't already)
-More sets of Bible commentaries
-Music
-Large variety of reference material referring to the field of science--biology
-More resources!!!
-Get rid of books that haven't been taken out in years (some haven't been taken out for 20 years) Get more up to date information books
-Books should be more updated--Some haven't been used in the last 20 years. Since nursing is such a big major here, more & better magazines & journals should be obtained
-Expand book selection (esp. Art)
-Devotional/Leisure readings
-More up-to-date computer science material
-I would like to see more new books (updated) so I can better apply myself to them for today!
-Get updated books!!
-We need more art books having to do with subjects rather than just artists!
-We need more leisure reading books (like in the church library). More devotional books that can help us daily
-How about more art magazines?
-More leisure reading
-Improvement of technical section in Library
-A few more periodicals, more records
-Should have got Toronto Star instead of Globe & Mail. Next day delivery plus better sports section.
-A more even distribution of books ordered for all fields, not half for nursing & the other half split among all other majors. I base this on the incoming books (new) table. I am going into counseling, which has the potential of saving people as well as nursing
-Get more than one newspaper for students to read because you have to wait sometimes up to ½ hour to read the paper
-Better, more practical periodicals (who reads the S. African Journal?)
-Wider variety of magazines
-More magazines that are not necessarily Christian magazines for better research purposes
-Need more current books in many fields of study--e.g., BUSINESS!!
-Continued growth of material available for students

-More periodicals & journals
-More nursing journals--ex., RN
-We could use more leisure & devotional type of books
-More nursing journals/texts (i.e., RN)
-# of journals
-Updated material

LIBRARY HOURS

-Longer hours
-Could be opened, say 6-9 on a Sunday night
-Hours extended
-Library should be opened Saturday nights
-The hours
-The weekend hours--close too early
-Close too early last day before break
-The hours on weekends--they're too short
-# of hours open on weekends
-We need more hours when it should be open
-Hours
-Open later during the week, i.e., 12:00 pm close
-Open on the weekend at nights
-Library should open at 6:30 AM & close at 11:30 PM Saturdays & Sundays too (excluding time for Sunday worship)
-Open earlier in the a.m. & until at least midnight through the week
-Open more hours, especially on Sundays
-Extended hours on Saturday and Sunday
-I would like the library open longer on Saturdays & Sundays
-Longer nightly hours 'til 12
-It would be helpful to have it opened Sat. & Fri. nights, but I understand that your staff needs a break too
-The library hours change to Sat. nights & also have the hours stay the same on Friday
-Later hours, especially on weekends
-Longer hours during the year--11:30 p.m.
-Extend library hours on the weekends
-Longer hours on Saturday & Sunday
-Longer hours on weekends
-Open more hours on Sunday if at all possible
-The times it's open--Saturday should be longer
-More hours on the weekend
-The hours open: especially on weekends
-Later time to study
-Later weekend hours

BUILDING AND FACILITIES

-More comfortable seating areas
-Having more than 1 room for group study
-The fluorescent lighting buzz
-Need better lighting--direct lighting in at least one area
-Warm up the library!
-The noise of the upstairs lighting
-The colour scheme
-The lighting is awful
-The heat--there is none!
-The listening room is in need of updating
-Larger listening room
-Temperature control
-It would be helpful if it weren't so cold in the library in the fall & winter
-Warmer atmosphere

-Better chairs
-Replace noisy lighting in the quiet rooms
-Be more artistic looking
-Temperature
-The temperature is too cold in the winter
-The temperature needs to be regulated--68°-70°. It's always too hot or too cold--Not conducive to studying!!!
-The temperature--I freeze in there
-The heat downstairs
-The climate control!! It's always too cold to concentrate
-There is a noise that the clocks make which agrivates me. I wish a copier like the one in the LFC could be put in the library because the LFC isn't always open when I need to make more material
-Lighting
-The temperature could be a little warmer
-Cheaper copying fees
-Add a little heat to the place. 'Tis cold in there!
-More heat!
-Good or better chairs
-More heat (temperature control) in the winter
-Library needs to be warmer

LIBRARY INSTRUCTION AND ORIENTATION

-Xerox handout--schematic of floor plan layout
-More instruction for people unfamiliar with Library
-The library instruction sessions and the library handbook were dumb--no help
-Transfers need a better orientation to the library. As a transfer, I didn't receive any & I didn't know about the book the freshmen get

ORGANIZATION AND ARRANGEMENT OF MATERIALS

-Names of topics on shelves also
-Easier access to CD's
-An easier way to find things
-The way you have to find books in the catalogue
-The cataloging system for records could be somewhat updated

CIRCULATION AND FINE POLICIES

-Slackening of overdue policies/fees
-A system for legally checking out periodicals
-The way you have to sign out books

NOISE CONTROL AND STUDY ATMOSPHERE

-Control over noise, talking, etc.
-Amount of talking by students in the periodicals section needs to be monitored
-I think the talking could be cut down just a little. It's hard to study when you have people talking at their maaximum volume for the whole time in the Library
-Enforced rules, regulations, & fines for inconsiderate people who are loud in the quiet room. Even the downstairs is a zoo every time I have gone there. Monitor OFTEN and eliminate noise
-During the week I feel it should be stressed that the noise level in the lower floor of the library be kept under control
-In the beginning of the year I failed to realize that there were certain sections you could talk in and certain sections you couldn't. Maybe an announcement in chapel at the beginning of the year would let the new students know
-The staff is fairly good about regulating the noise in the quiet room. However, when people go in there blaring their Walkmans I find this more disturbing than people whispering
-Noise level on the ground floor
-The noise levels in the quiet section! It's irritating & makes it hard to study
-Noise regulation needs enforcement

-Need to control the noise level better in the upper reading room
-People think that the library is a social meeting center

STAFF

-Some of the staff act snobby when I ask for help in locating materials
-I really like the staff except the library student workers. Only some of them need work, but I feel that they are very cold and act like we are bothering them if we aren't a friend. New student workers are needed, or have those who are there learn to smile, be polite and friendly. Since people deal mostly with the student workers they can & do represent the library. When I go in I like friendly service and I feel that only a few don't give that friendly service.
-Changeover in staff

APPENDIX 11

FACILITIES, EQUIPMENT AND RESOURCES
SUPPORTING EDUCATION PROGRAMS

ART page 413

CAREER DEVELOPMENT page 415
  STATEMENT OF PHILOSOPHY, GOALS, OBJECTIVES

COMPUTER page 419
  ACADEMIC COMPUTING GOALS & ACTIVITIES
  LIST OF AVAILABLE COMPUTER HARDWARE
  LIST OF AVAILABLE COMPUTER SOFTWARE

CURRICULUM LIBRARY page 425

LEARNING CENTER page 427
  GOALS & OBJECTIVES
  DIAGNOSTIC AND/OR PLACEMENT TESTS
  LEARNING CENTER COMPUTER SYSTEM DISCS
  A-V EQUIPMENT

MATHEMATICS LABORATORY page 444

MUSIC page 445

PHYSICAL EDUCATION page 450

SCIENCE LABORATORIES & LIBRARY page 451

ART

The current facilities in the Art Department provide for the teaching of drawing, painting, ceramics, sculpture, jewelry and metals, textiles, photography, and other skills-related courses. However, the College is in the process of major remodeling which will more than double the size of some studios and greatly enhance Art/Art Education offerings. Three studios are presently nearing completion and should be occupied during March, 1988. Others are expected to be completed for use by Fall, 1988. A description of facilities and special equipment follows:

1. Drawing Studio: contains easels, tables, model's stands, and storage for flatwork and supplies. New space for March, 1988, will easily accommodate classes of twenty students.

2. Sculpture and jewelry/metals: two adjacent rooms support courses in these areas, and they are used interchangeably. The College has spent over $12,000 upgrading, replacing and adding equipment in these areas. Students have access to a rather complete selection of small hand and power tools for working in wood and metals. The shops include a table saw, band saw, radial arm saw, electric mitre box, bench sander, jig saw, rolling mill, bench shears, metal band saw, four flexible shaft machines, acetylene/oxygen and natural gas/air soldering equipment, and equipment for burn-out and centrifugal casting. New space for Fall, 1988, will more than triple quantity of existing space and provide safer working conditions for enrollments of twenty students in courses offered there.

3. Painting/printmaking studio: new space to be occupied in March, 1988, will contain easels, models's stands, storage for paintings and supplies for painting,in addition to tables and workbenches, a proof press, art etching press, and acid etching room for printmaking. Twenty students can be accommodated in each course offered in this large space.

4. Ceramics Studio: is located in two large connecting rooms. A large work area is used for storage, lectures and handbuilding. A separate room is used for glazing and throwing on the wheel. The studio contains three kilns, seven electric wheels, one kick wheel and worktables.

5. Design studio: a new addition for occupancy in March, 1988, will contain tables and chairs, storage related to design courses, and in addition will house five looms and related small equipment for the textile course,also to be used for art education courses, seminars and workshops.

6. Photography Laboratory: houses three photo enlargers, timers, processing trays and utensils needed for the development of black and white photography.

7. Lecture Classrooms: are available with audio-visual equipment needed for Art History and other appropriate courses. The Art History slide library contains over 12,000 slides with 400 reproductions being added annually. The slide library will be located in the Art Department office complex, now being prepared for March, 1988.

8. Gallery Space: located in the College library--provides valuable teaching aid and regularly features professional and student exhibitions. The Art Department has invested in stands, display units, and exhibition lighting for this purpose.

Art Education students have access to the Kenneth B. Keating Library, which provides a pleasant atmosphere for study. The over-all collection now includes over 91,000 books and bound periodicals, as well as pamphlets, micro-films, recordings, filmstrips, video-tapes and slides. More than 600 periodicals are received. Through its participation in the Rochester Regional Research Library Council, the library has access to extensive inter-library loan services. Because Rochester Institute of Technology is close to the College, art students frequently use its library as a secondary resource area.

In order to increase the 1500 volumes in the current art collection and to subscribe to additional art/art education periodicals, the library has allocated money beyond the normal art budget for new purchases, adding 250 new titles in the past four years.

CAREER DEVELOPMENT

STATEMENT OF PHILOSOPHY, GOALS, OBJECTIVES AND POLICIES FOR THE CAREER DEVELOPMENT PROGRAM

The Career Development Program is to be viewed within the context of the objectives and philosophy of education for Roberts Weselyan College. Since career enrichment is a developmental process which occurs during a person's entire life time, the program supports the principle of providing for the whole person as a physical, rational, emotional and spiritual being. Career enrichment is vitally important in helping each person to learn and understand how background, education, work, experience, values, interests and abilities influence the choices made in one's life. In as much as this developmental process occurs in different manners for each person, it is imperative that individuals in higher institutions of learning be exposed and integrated into a career program. The Career Development Program will function within this context to make a significant contribution to the overall objectives of the College. The purpose of the Office is to provide for the needs of prospective students, students, alumni and community persons in understanding the issues related to career enrichment and development. The following material addresses the matter related to a lifelong model for career development.

Broad Objectives

The program will serve individuals and the College in three important ways:

1. It serves to bridge the College's academic programs with the broader society and provides the means for people to better enter the world of work.
2. It serves to assist persons in exploring and integrating the scope and variety of career alternatives in their efforts to seek self-fulfillment and to contribute to the well-being of society.
3. It serves to assist individuals in recognizing their potential and finding the role which might not otherwise have been open to them.

The objectives for the Career Development Program at Roberts Wesleyan College are:

1. To function as an integral segment of the College's instructional, advisement, student personnel and general services helping individuals in all disciplines pertaining to career development and placement.
2. To offer assistance as early as possible to prospective students, students, and alumni in developing a career model for themselves.
3. To offer guidance and information to students and alumni that will assist them as they seek employment.
4. To help students in their search for part-time, temporary or vacation employment.
5. To develop and maintain a working relationship with corporations and employers whose job requirements, conditions of employment and location would be of interest to the student or graduate.
6. To cooperate with community and professional services for job-seekers and employers.

Basic Programs

As the title "Career Development" suggests, the program is based upon two basic programs: a career planning program and a placement program. Each is distinctive and different, yet both are closely interrelated and relevant to the function and success of the objectives and philosophy of education of Roberts Wesleyan College. Career development does not take place at any one point in time. Students will need and desire career planning and counseling at various times during their college years. Some students may need career counseling as prospective students and/or on a continuous basis during their tenure at the College while others may participate only during their senior year or when they desire a job change. Both programs are related and deeply involved in assuring the student access to the "job" market.

Career Planning

A career planning program is part of the educational process for the College and can provide insights to the students at a variety of points during this time. The two primary building blocks for the career planning program are career information and counseling. Objectives and program are as follows:

Objectives

1. To assist students in developing a model which will encompass the four years at the College:
   ...Analyze interest, aptitudes, personal traits, and desired life style.
   ...Develop decision-making skills important for lifelong planning.
   ...Set short and long-range goals based on the above objectives.
   ...Develop contacts for students to learn about career areas, employers and graduate schools.
   ...Obtain occupational information including, where possible, exploratory experiences such as cooperative education and internships as available.

2. To develop and achieve working relationships with each of the departments and faculty which allow faculty to participate and contribute to the career planning process.

Program

1. Encourage individuals to self-assessment and analysis through individualized, computerized guidance, in terms of the individuals needs, interests, aptitudes, traits of temperament, academic achievement, research of career information, and establishment of short and long-range goals.
2. Provide other appropriate vocational testing and interpretation.
3. Provide career counseling through freshman seminar class, workshops, career planning courses, senior seminar and/or through appointments with individual students.
4. Develop "Career Fairs" for prospective students, students and alumni related to career areas, employment and graduate schools.
5. Develop and administer of the experiential education program, cooperative education and other types of carefully planned learning programs.
6. Make available career information through career programs, workshops and conferences.
7. Maintain an occupational information center through the computerized based guidance program, collection of information on careers, market conditions, demands, trends, and collection of information on employing organizations.
8. Develop an outreach program which will disseminate information on the availability and accessibility of career counseling through official college publications and catalogs, student handbooks, faculty handbooks, bulletin board announcements, campus media, and presentations to alumni association.

Career Placement

The placement program differs from the career planning program in that it is time-orientated to meet the needs of students and/or alumni at a particular point in time. The placement program usually involves the students most deeply during their senior year. This program usually focuses on job identification, job-seeking skills and student-employer contact. Objectives and program are as follows:

Objectives

1. To assist the student or alumni to:
   ...clarify objectives and establish goals.
   ...explore the full range of employment possibilities.
   ...present him/herself effectively as a candidate.

2. To provide work experience when possible as part of an occupational orientation and career development program.
3. To provide financial assistance for students through part-time and summer employment related to proposed career choice.
4. To provide employers the opportunity to consider candidates for employment.
5. To provide facilities and professional assistance to student so as to maximize the exposure to employers.
6. To obtain insight into occupational trends and employer needs.
7. To provide experiential education and cooperative education opportunities for the students.
8. To provide opportunity for dialogue among employers, faculty and administration.
9. To develop follow up statistics and data which can aid the institution in evaluating its program and services.

Program

1. Scheduling of group session/workshops for presentation of information on career counseling and placement services. Sessions on job-seeking techniques including preparation of data sheets, resumes, development of interview skills, use of the on-campus recruiting schedule, and mail campaigns using employment sources.
2. Collection and maintenance of credential placement records and career information for students and alumni (personal information, educational records, work experience, career objectives, faculty references or evaluations). Attention must be given to the requirements of the Family Educational Rights and Privacy Act of 1974.
3. Collection and provision of information on employment opportunities through various means to assure candidates widest possible choice of employment (Presentations to employers including alumni and other groups by personal contact, letters, etc.).
4. Collection and dissemination of information on current employment market (Conditions, demands, trends, etc.).
5. Providing of pertinent information to prospective and scheduled employers--curricular, degree preparation, academic calendar, estimates of enrollment by discipline, recruiting logistics.
6. Maintenance of professional job vacancy as well as part-time and summer job opportunities off and on campus (College Work Study/Campus Employment).
7. Offering of a variety of approaches to candidate-employer contacts (Campus interviews, direct referrals, correspondence campaigns, personal contact campaigns).
8. Provision of information on employer organizations which hire graduates (General information, policies, products, locations, requirements, career opportunities, financial reports, articles, graduates who are employers, etc.).
9. Setting recruitment dates well in advance and confirming them with employers.
10. Referral of candidates for recruitment interviews in accordance with mutually acceptable and appropriate specifications provided by employers prior to on-campus visits.
11. Continuous and careful definition of the roles that administration and faculty can play in the career counseling and placement program; discussion of these roles with administration and faculty at every appropriate opportunity (Annual reports, special reports, administrative conferences, etc.).
12. Promotion of a systematic exchange of information on the qualifications of the student seeking employment and the graduate who has become an employee. Such exchange should convey from faculty to employers its estimates of students and their potential for particular assignments. It should convey from employers to faculty those appraisals of graduates and their academic preparation which have implications for a school's course of study. These appraisals should be supplemented by graduate's evaluations of their own education.

PGK:jd1287

Academic Computing Goals & Activities (88-89)

Goal #1: Improve and expand the hardware available to users.

Activities:

1. Continue replacing outdated ADM's
2. Acquire hardware necessary to network more systems together
3. Acquire hardware necessary to let one system act like another
4. Acquire Graphics color plotter
5. Acquire another modem for student call-in
6. Acquire another letter quality printer
7. Acquire second LA50 printer
8. Acquire facilities to assign VAX ports on contention basis
9. Improve security of computer equipment
10. Acquire second Apple IIe

Goal #2: Improve and expand the software available to users.

Activities:

1. Expand software for IBM PC and compatibles
2. Acquire software necessary to network more systems together
3. Acquire software necessary to let one system act like another
4. Acquire software for Apple IIe

Goal #3: Improve the level of assistance available to computer users.

Activities:

1. Monitor the workload for the academic computing personnel carefully to make sure that there is adequate time to complete the responsibilities
2. Continue to improve the student assistance program
3. Develop program to use interns on campus
4. Provide assistance to faculty, staff, and students in their purchase plans of computer hardware and software.
5. Provide assistance to further computer literacy on campus through workshops, seminars, and other means.

Goal #4: Improve and expand the computer environment for users and computer access by users.

1. Expand the number of classrooms and/or labs wired for computer use
2. Improve and expand the micro lab (SSC 123)
3. Improve and expand the IBM network lab (SSC 119)
4. Designate and equip (terminals/micros, printer, furniture) a specific area for computer access by faculty exclusively

LIST OF AVAILABLE COMPUTER HARDWARE

VAX TERMINALS AND PRINTERS

Academic Computing

	Quant.
C. Itoh CIT-101 Terminal w/Keyboard	1
Digital LA210 Letterprinter	1
Digital LA36 DECWriter II Hardcopy Terminal	2
Digital VT240 Graphics Terminal w/Keyboard & Monitor	1
Digital VT220 Terminal w/Keyboard	10
Lear-Siegler ADM Terminal	5
Volker-Craig VC4404 Terminal w/Keyboard	1

MAINFRAME SYSTEMS

Academic Computing

Digital VAX 11/750 w/4mB of Memory	1
Digital RA-81 Disk Drive (456mB Capacity)	1

PERSONAL COMPUTERS AND PRINTERS

Academic Computing

Apple ||e w/Color Monitor & Disk Drive	1
Apple Imagewriter Printer	2
Apple Macintosh w/Mouse, Keyboard, & Disk Drive	2
Digital LA50 Printer	1
Digital Rainbow System w/Keyboard & Monitor	4
Epson Equity I System w/Color Monitor & Keyboard	8
Epson LQ-800 Printer	2
Multitech MultiModem 1200/300 BPS Modem	2
IBM PC/XT System w/Color Monitor & Keyboard	1
IBM Proprinter	1

Learning Center

Apple ||e w/Monitor & 2 Disk Drives	1
Apple Imagewriter	2
Apple Macintosh w/Mouse, Keyboard, & Disk Drive	2
Diablo 620	1
Franklin ACE 1200 System w/Color Monitor	1
Hayes Smartmodem 1200	1
IBM PC-XT System w/Color Monitor & Keyboard	1

Nursing

Apple ||e Unit w/Monitor & Disk Drive	1
Apple Imagewriter	1
IBM PC System w/Color Monitor & Keyboard	1
Qume Letterpro 20	1

Teacher Education

Apple ||e w/Monitor & Disk Drive	1
Apple Imagewriter II	1

LIST OF AVAILABLE COMPUTER SOFTWARE

ACADEMIC COMPUTING

On hard disk:

DOS v3.1 (IBM)	Operating System
Farsight	Spreadsheet/Word Processor
First Choice	Spreadsheet/Word Processor
Generic CADD	Computer-aided Drawing
LOGO	Graphics
Lotus 1-2-3	Spreadsheet
Microsoft Macro Assembler	Assembler
PC Calc	Spreadsheet
PC File III	Database Manager
PC-Write	Word Processor
SAS rel. 6.02	Statistical
Word Perfect	Word Processor

On floppy disks:

II in a Mac (Emulator)	Apple IIe Emulator for Macintosh
Accounting - A CAI Approach	Computer-aided Instruction
Accounting Simulation	Educational (Simulation)
Accounting Text Supplement	Educational (Textbook Supplement)
Apple Presents the IIe: An Introduction	System Orientation
Apple Presents the IIe: The Inside Story	System Orientation
Apple System Utilities	Operating System - Utilities
Baffles	Educational (Reasoning)
DOS v3.10	Operating System
DOS v3.10 Supplement	Supplemental Programs
DOS v3.3/ProDOS Sys. Master	Emulator Operating System
Exploring the IBM PC/XT	System Orientation
Farsight	Spreadsheet/Word Processor
First Choice	Spreadsheet/Word Processor
Generic CADD	Computer-aided Drawing
Guided Tour of Macintosh	System Orientation
Guided Tour of MacWrite/MacPaint	Word Proc./Graphics Orientation
GWBasic	Basic Interpreter
Health Awareness Games	Educational
Health Risk Appraisal	Educational
Lotus 1-2-3 rel. 2.01	Spreadsheet
LOGO	Graphics
MacPaint	Graphics
MacWrite	Word Processor
MS/DOS v2.11	Operating System
Karel the Robot	Educational - Programming
PC Calc	Spreadsheet
PC File III	Database Manager
PC-Write	Word Processor
ProDOS User's Disk	Operating System
Rocky's Boots	Educational - Computer Logic
SuperCalc 3	Spreadsheet
Systems Disk	Operating System
Word Perfect	Word Processor

On the VAX 11/750:

LISP (Decus)	Programming Language
VAX Basic v3.1	Programming Language
VAX C v2.2	Programming Language
VAX COBOL v3.4	Programming Language
VAX Fortran v4.6	Programming Language
VAX Pascal v3.5	Programming Language
VAX VMS v4.5	Operating System

LIST OF AVAILABLE COMPUTER SOFTWARE

LEARNING CENTER

Accessory Pak	Graphics
Algebra Drill and Practice	Educational - Mathematics
Analogies College Bound	Educational - College Exams
Appleworks	Spreadsheet/Word Processor
Bank Street Speller	Word Processor
Bank Street Writer	Word Processor
Basic - Pre-Calculus	Educational - Mathematics
Basic Tutorial: Acid Rain	Educational - Study Aids
CactusPlot - A Mathematics Utility	Educational - Mathematics
Cause and Effect	Educational - Critical Thinking
Click Art	Graphics
Comma Sense	Educational - Composition
Computer Preparation GRE	Educational - College Exams
Create	Educational - Composition
Data Desk	Educational - Statistics
Discovery Learning in Trigonometry	Educational - Mathematics
Effective Study Skills: A Learning Style Approach	Educational - Study Aids
English - Parts of Speech	Educational - Composition
Evelyn Wood Dynamic Reader	Educational - Reading
Fluent Fonts	Graphics
Filevision	Graphics
Find the Readability Level	Educational - Reading
General Chemistry - Atomic Weight	Educational - Study Aids
General Chemistry - Balancing Equations	Educational - Study Aids
General Chemistry - Chemaze	Educational - Study Aids
General Chemistry - Ideal Gase	Educational - Study Aids
General Chemistry - Nomenclature	Educational - Study Aids
General Chemistry - Percent Composition	Educational - Study Aids
General Chemistry - Periodic Table	Educational - Study Aids
Grammar Mastery	Educational - Composition
Grammatik	Educational - Composition
Graphical Analysis II	Educational - Mathematics
Graphing Equations	Educational - Mathematics
Helix	Spreadsheet/Database
Improving Your Memory	Educational - Critical Thinking
Lessons in Reading & Reasoning I,II,III,IV	Educational - Reading
Mac 3D	Graphics
Mac Spell Write	Word Processor
MacPaint	Graphics
MacWrite	Word Processor
Math Essentials Review - Equation Solving I	Educational - Mathematics
Math Essentials Review - Equation Solving II	Educational - Mathematics
Math Essentials Review - Graphing I	Educational - Mathematics
Math Essentials Review - Naturals and Reals	Educational - Mathematics
Math Essentials Review - Primes and Composites	Educational - Mathematics
Math Essentials Review - Ratio and Proportion	Educational - Mathematics
Microsoft Chart	Graphics
Microsoft Excel	Spreadsheet/Database
Microsoft Word	Word Processor
Mind Castles I, II	Educational - Critical Thinking

LIST OF AVAILABLE COMPUTER SOFTWARE

LEARNING CENTER (Cont.)

MusicDrills Series	Educational - Study Aids
NTE Exam Preparation	Educational - College Exams
Nutrition Analysis Program	Educational - Study Aids
PROSE Instructor	Educational - Composition
PROSE Student	Educational - Composition
Please Understand Me	Educational - Critical Thinking
Practical Composition	Educational - Composition
Practical Spelling	Educational - Composition
Pre-Calc	Educational - Mathematics
Professional Bibliographic System	Educational - Composition
Reasoning the Logical Process	Educational - Critical Thinking
Sensible Grammar	Educational - Composition
Sherlock Holmes in "Another Bow"	Educational - Critical Thinking
Skills for Successful Test Taking	Educational - Study Aids
Speed Reader - A Follow-Up Program	Educational - Reading
Speed Reader II Software, Teachers' Manual	Educational - Reading
Spelling Vol. 1 & 2	Educational - Composition
Super Scoop II (Journalism Ideas)	Educational - Study Aids
TOP01	Educational - Composition
Teachers Record Book	Faculty Resources
Theatre Game	Educational - Study Aids
Think Tank	Spreadsheet/Database
Thunderscan	Graphics
Tools for Writers	Educational - Composition
Typing Tutor II	Educational - Study Aids
Writing is Thinking	Educational - Composition

NURSING

Building a Medical Vocabulary	Educational - Nursing
Clinical Simulations in Nursing	Educational - Nursing
DOS v2.10	Operating System
DOS v2.10 Supplemental Programs	Operating System Supplement
Developmental Concepts	Educational - Nursing
Dose Calc	Educational - Nursing
Exploring the IBM Personal Computer	System Orientation
IBM Filing Assistant	Productivity
IBM Writing Assistant Program Disk	Word Processing
IBM Writing Assistant Sampler Disk	Word Processing
IV Meds for Kids - Basic Nursing Procedures	Educational - Nursing
Introduction to Behavioral Objectives	Educational - Nursing
Introduction to Nursing Diagnosis	Educational - Nursing
Introduction to Nursing Orders	Educational - Nursing
Maternity Nursing Simulations	Educational - Nursing
Media Disk	Educational - Nursing
Medical-Surgical Nursing Simulations	Educational - Nursing
Nurse Search - 1985 An. Ed. Data Disks A,B	Reference
Nurse Search - 1985 An. Ed. Program Disk	Reference
Nurse Search - 1986 An. Ed. Data Disks A,B	Reference
Nurse Search - 1986 An. Ed. Program Disk	Reference
Nurse Search - 1987 An. Ed. Data Disks A,B	Reference
Nurse Search - 1987 An. Ed. Program Disk	Reference
Nursing Care of the Client with Cirrhosis of the Liver	Educational - Nursing
Peachtree 5000	Educational - Résumés
Psychiatric Nursing Simulations	Educational - Nursing
Sentry PLUS Applications for Education	Educational - Nursing

LIST OF AVAILABLE COMPUTER SOFTWARE

TEACHER EDUCATION

Apple Presents Appleworks	Tutorial
Apple Presents the IIe: An Introduction	System Orientation
Apple Presents the IIe: The Inside Story	System Orientation
Apple Presents...Apple IIe	System Orientation
Apple System Utilities	Operating System - Utilities
Appleworks v1.2	Spreadsheet / Word Processor
Appleworks v2.0	Spreadsheet / Word Processor
Appleworks Sample Files	Spreadsheet / Word Processor
Appleworks - Class Files	Spreadsheet / Word Processor
Appleworks - Textbook Templates	Spreadsheet / Word Processor
Appleworks BRAC - Appleworks templates	Spreadsheet / Word Processor
Appleworks for Educators - Appleworks temp.	Spreadsheet / Word Processor
Appleworks Startup Disk w/ Epson FX Printer	Initialization
Classroom Tools	Educational - Teaching
Crossword Magic	Educational - Games
DOS v3.3 System Master	Operating System
Freeloader 500	Public Domain Programs
Games; Educational Programs	Educational - Games
Gradebook II	Grading Assistant
Image Writer Tool Kit	Printer Driver - Utilities
Krell's Test Preparation Series - Reading with Precision	Educational - Reading
Math Games	Educational - Mathematics
Music Programs	Public Domain Programs
Print Shop, The	Educational
Print Shop Graphics Library - Disk 1	Educational
Printshop Graphics A & B	Educational
Printshop Graphics C & D	Educational
ProDOS User's Disk	Operating System
Sticky Bear ABC	Educational

THE CURRICULUM LIBRARY

The Curriculum Library, adjacent to the Teacher Education Office in Carpenter Hall, contains approximately 3100 volumes of teaching materials, including student textbooks, workbooks, teacher manuals, methodology books, NYS syllabi, computer software, computers (an Apple IIGS and an Apple IIe), etc. The materials are used most heavily when students are taking reading and methods courses in their junior year and when they are student teaching in their senior year. The Curriculum Library is generally open daily from 8:30 a.m. to 5:00 p.m.

THE LEARNING CENTER

The primary goals of the Learning Center are to improve student performance, increase student retention, and improve faculty abilities to facilitate student learning. Activities are directed toward assuring student success in the regular college program. The Learning Center does not offer credit courses or provide an alternative college experience. The Learning Center personnel do, rather, seek out students who are struggling academically, who are referred by faculty, and who are required to come to the Center as a result of poor performance in previous semesters. Assistance is offered in reading, writing, critical thinking, study skills and oral communication. The Learning Center is also responsible for the media services of the college and is available to assist in the development of instructional materials and audio-visual aids.

1. **OBJECTIVE:** Assist students with poor reading skills so that they will be successful in their classes.

Evaluation:
1a. Compare students' scores on the Nelson-Denny Reading Test before and after Learning Center involvement.
1b. Compare students' grades before and after Learning Center involvement.
1c. Compare GPA's of students in Freshman Seminar sections taught by Learning Center personnel with GPA's of the remaining freshmen.
1d. Compare retention rate of freshmen with high Learning Center involvement with the rate of the rest of the freshmen.

Activities:
*Administer the Nelson-Denny Reading Test to all incoming students, students majoring in elementary education, and other students as referred.
*Offer reading workshops focusing on basic reading skills and efficient reading rates.
*Assign reading journals in the Freshman Seminar sections which contain the academically weak students.
*Provide personal assistance with reading assignments for regular courses.
*Provide instructional materials, audio-visual programs, and computer-assisted instruction to referred students.

2. **OBJECTIVE:** Assist students who have poor writing skills or who want to improve their writing abilities.

Evaluation:
2a. Collect writing samples from students who work extensively in Learning Center on writing skills.

2b. Compare English Essentials and Principles of Writing grades of students with high Learning Center involvement and students without such involvement.

Activities:

- Offer writing workshops focused on college writing and research papers.
- Assign special writing projects for students in Learning Center taught Freshman Seminar sections.
- Help plan and monitor independent study for students in basic English courses.
- Provide personal assistance with written assignments for regular courses.

3. **OBJECTIVE:** Assist students to develop their abilities in logical reasoning, critical thinking and problem solving.

Evaluation:

3a. File outlines of workshops and classes related to critical thinking.

3b. Record summaries of reasoning and thinking assistance given to individuals.

Activities:

- Offer workshops related to thinking and reasoning.
- Provide materials and assessment tools and interpretation.
- Assign critical thinking projects in Learning Center taught Freshman Seminar groups.
- Provide personal assistance with problems related to analytical thinking.

4. **OBJECTIVE:** Assist students in developing the study skills needed to be successful at Roberts Weselyan College.

Evaluation:

4a. Compare performances and retention rates of students with and without Learning Center involvement.

Activities:

- Offer workshops focused on study skills such as time-management, test-taking and coping with stress.
- Organize voluntary student-study groups for requested courses.
- Provide materials and assessment tools related to study skills.

5. **OBJECTIVE:** Assist students needing help with oral communication skills.

Evaluation:

5a. Check the lecture notes taken by students with high Learning Center involvement.

5b. Record the grades of oral presentations of students who have received assistance in the Learning Center.

Activities:

*Offer workshops focused on listening.

*Provide personal assistance with preparation for oral presentations.

*Provide personal assistance with note-taking related to classroom listening.

6. **OBJECTIVE:** Assist faculty and enhance the learning environment on campus.

Evaluation:

6a. Examine Learning Center records of faculty consultations, textbook analyses, and instructional suggestions.

6b. Survey study-group leaders and participants.

Activities:

*Consult with faculty about instructional problems and students.

*Analyze the readability of textbooks as requested.

*Sponsor student study groups and study sessions.

*Prepare and distribute written descriptions of interesting instructional techniques and ideas.

7. **OBJECTIVE:** Continue to improve the audio-visual resources of the college, support the communication program, and assist faculty with preparation of AV aids.

Evaluation:

7a. Examine listing of available equipment and/or the equipment itself.

7b. Examine records of equipment usage.

7c. Examine instructional programs and aids prepared by and for faculty.

Activities:

*Purchase and maintain audio-visual resources for faculty and student use:

- Production studio with audio and video recording capabilities.
- Video projector used for computer instruction and other campus activities.
- Movie and overhead projectors.
- Video playback equipment.
- Photographic slide preparation and overhead transparencies,
- Laminating equipment.

*Provide practical, hands-on experience for classroom in Basic Video and Audio Production and in Audio-Visual Methods and Materials.
*Provide media support for division, classes and special events on campus.
*Prepare public relations materials for the college.
*Coordinate the ordering and delivery of films used on campus.

Diagnostic and/or Placement Tests Used in the Learning Center:

The Nelson-Denny Reading Test is administered to all incoming students. The test measures students' reading abilities in two areas - vocabulary and comprehension. Results of the test are sent to students and their advisors to be used for academic advising related to course load and selection. Low-scoring freshman are placed in special Freshman Seminar sections which emphasize reading and study skills.

The following additional tests are available in the Learning Center and are used as needed or required by students or faculty.

1. Stanford Diagnostic Reading Test
2. Kolb Learning Style Inventory
3. Canfield Learning Styles Inventory
4. Michigan Test of English Language Proficiency - for ESL students
5. Cornell Critical Thinking Test
6. Watson Glaser Critical Thinking Appraisal
7. Slosson Intelligence Test
8. Wide Range Achievement Test
9. Stanford Test of Academic Skills

LEARNING CENTER
COMPUTER SYSTEM DISCS

Word Processing

Apple
Bank Street Writer
Appleworks
Bank Street Speller

Macintosh
Macwrite
Microsoft Word
Mac Spell Write

IBM
DOS 3.3
Wordstar

Database and Spreadsheets

Apple
Appleworks

Macintosh
Microsoft Excel
Helix
Think Tank

Graphics

Apple

Macintosh
Macpaint
Mac 3D
Thunderscan
Fluent Fonts
Click Art
Microsoft Chart
Filevision
Accessory Pak

Reading

Apple
Find the Readability level
Lessons in Reading & Reasoning I,II,III,IV
Speed Reader II Software, Teachers Manual
Speed Reader A Follow Up Program
Speed Reading Microcomputer Courseware Package
Verbal Calisthenics - Exercise in Vocab. Building
Evelyn Wood Dynamic Reader

Macintosh

Study Aids

Apple

Effective Study Skills: A Learning Style Approach
Skills for Successful Test Taking
Super Scoop II (Journalism Ideas)
Typing Tutor II
Music Drills Series
Nutrition Analysis Program
Basic Tutorial: Acid Rain
General Chemistry:
  -Ideal Gas
  -Periodic Table
  -Chemaze
  -Nomenclature
  -Atomic Weight
  -Percent Composition
  -Balancing Equations

Macintosh

Theatre Game

Composition:

Apple

English - Parts of Speech
Grammar Mastery
Grammatik
Sensible Grammar
Practical Spelling
Practical Composition
Spelling Vol. 1 & 2
Comma Sense
Create (Ideas for composition writing)
Tools For Writers (Improve your writing style)
PROSE Student
PROSE Instructor
Writing is Thinking
TOPOI (Topic Generator)

Macintosh

Professional Bibliographic System

Mathematics

Apple

Graphing Equations
Graphical Analysis II
Algebra Drill and Practice
Pre-Calc
Discovery Learning in Trigonometry
CactusPlot - A Mathematics Utility
Math Essentials Review
  -Naturals and Reals
  -Primes and Composites
  -Ratio and Proportion
  -Equation Solving I
  -Equation Solving II
  -Graphing I
Data Desk (Statistics)

Macintosh

Basic - Pre-Calculus

Critical Thinking

Apple

Mind Castles I, II
Reasoning the Logical Process
Please Understand Me (Self Analysis)
Cause and Effect
Improving Your Memory
Sherlock Holmes in "Another Bow"

Macintosh

Faculty Resources

Apple

Teachers Record Book

Macintosh

College Examinations

Apple

Computer Preparation GRE
NTE Exam Preparation - "Freeloader"
Analogies College Bound

Macintosh

****Additional A-V resource materials in reading, critical thinking, study skills and oral communication are available in the Learning Center.**

A-V Equipment Available in Learning Center & Media Services

Learning Center:

1 Apple IIe computer with Diablo printer
2 Macintosh computer
2 Imagewriter printers
1 Franklin computer

1 EIKI VCR
1 Panasonic VCR
1 Film and tape projector
2 Audio cassette recorders
1 Caramate projector

LIBRARY/LEARNING CENTER

DECAL#	EQUIPMENT#	DESCRIPTION	MODEL	SERIAL	LAMP	PRICE
0560 T3	VTR 1	PANASONIC 1/2 ED	NV8500	K4HL00220		2800.00
0522 T3	VTR 2	PANASONIC 3/4 ED	NV9600	F2HL00066		5369.00
0523 T3	VTR 3	PANASONIC 3/4P-R	NV9240	C2HL00012		3510.50
0510 T3	VTR 4	PANASONIC1/2VTR	NV8420	H2HB01077		750.00
0575 T3	VTR 5	PANASONIC1/2VTR	NV8420	K4HB00695		750.00
0548 T3	VTR 8	EIKI 1/2 VTR	EV 10	C3-10329		1500.00
0511 T3	VTT 1	PANASONIC TUNER	NV410	F2LA00226		300.00
0524 T3	VTEC 1	PANASONIC CONTROL'R	NVA-500	2G050005		1239.00
0579 T3	VTEC 2	PANASONIC CONTROL'R	NV-A505	4K290014		600.00
0553	VTR 7	DUMONT VIDEO CTR.	A-2200	40902172		1500.00
0957	VTR 8	PANASONIC 3/4"VTR	NV9200	K7HA11015		2500.00
0558		ESP VIDEO PROJECTOR	IIIC	3246		8500.00
T3	TVM 1	RCA COLOR MON				650.00
0546 T3	TVM 2	PANASONIC3-5"MON	WV5200BU	2Z203-9,10,11		700.00
0940	TVM 3	HITACHI 9"B&WMON	VM909U	070 162		200.00
0941	TVM 4	HITACHI 9"B&WMON	VM909U	070132		200.00
0521 T3	TVM 7	RCA COLOR 25"MON	JGR985WV	250416199		650.00
0596 T3	TVM 12	RCA COLOR 25" MON	JKR985RR	526480237		650.00
0597 T3		FOR-A TIME-BASE COR.	FA-400	1430696		4900.00
0605 T3		FOR-A CHAR. GEN	VTW-400	1450555		3000.00

LIBRARY/LEARNING CENTER

DECAL #	EQUIPMENT #	DESCRIPTION	MODEL	SERIAL	LAMP	PRICE
0559 T3		PANA COLOR CAMERA	WY3240/12X	4YB06107		1200.00
0538 T3		PANA COLOR CAMERA	WY3990BH	31A10173		4400.00
0539 T3		PANA COLOR CAMERA	WY3990B	32A00818		4400.00
0540 T3		PANA CAM CONTROL	WY3806B	31A04910		450.00
0541 T3		PANA CAM CONTROL	WY3806B	2XA10115		450.00
0525 T3		PANA POWER SUPPLY	NYB58	L2Y217635		350.00
0537 T3		PANA S.E.G.	WJ5500B	32A08450		3400.00
0969	TR 1	TEAC CASSETTE REC	CX400	900903		200.00
0549 T3		RAMSA AUDIO MIXER	WR8112	8340141		1900.00
0515 T3	TR 2	PIONEER R/R REC	RT1020L	UA18631		700.00
0554 T3	TR 3	NAKAMICHI CASS	BX-1	78031		270.00
0555 T3	TR 4	"" "	BX-1	77088		270.00
0556 T3	TR 5	"" "	BX-1	77063		270.00
0557 T3	TR 6	"" "	BX-1	76906		270.00
0576 T3	TR 7	SHARP CASSETTE REC.	RD-660AV1	40694782		70.00
0971	TR 8	SHARP CASSETTE REC	RD610	00141798		70.00
	TR 9	SHARP CASSETTE/SYNC	RD670AV	10307680		230.00
0964	TR 10	AKAI R/R RECORDER	GX4000D	30921-04015		350.00
0965	TR 11	TEAC CASSETTE REC	A103	385026		170.00
0590	TR 15	GE CASSETTE REC/PY	3-5194A	51136695		160.00

LIBRARY/LEARNING CENTER

DECAL*	EQUIPMENT*	DESCRIPTION	MODEL	SERIAL	LAMP	PRICE
0962	TT 1	DUAL TURNTABLE	1237	238-010		80.00
0961	TT 2	DUAL TURNTABLE	1237	238-010		80.00
0960	TT 3	DUAL TURNTABLE	1237	238-010		80.00
0953	TT 4	DUAL TURNTABLE	1237	-------		80.00
0967	AMP 1	SANSUI AUDIO AMP	AU217	838111437		170 00
0966	AMP 2	SANSUI AUDIO AMP	AU217	838111567		170 00
0968	AMP 3	SANSUI AUDIO AMP	AU217	838111644		170.00
DONATION	AMP 4	LAFAYETTE AUDIO AMP	LA-150	0267		100 00
0547 T3	AMP 5	NAD AUDIO AMP	2150	N2511937		275 00
0561 T3		AUDIOLAB DEGAUSSER	TD 4	40248		650 00
0517 T3		QUICKSET TRI-POD		4-74500-6		380.00
0513 T3		KROY LETTERING SYS	61	07890		395 00
0519 T3		BRETFORD TV CART				140.00
0518 T3		BRETFORD TV CART				140 00
0516 T3		KODAK DISSOLVE UNIT	EC-K	024627		450.00
0577 T3	SP 1	KODAK EKTAGRAPHIC	210	78894	DDM	450.00
0959	SP 2	FAIRCHILD SLIDE PROJ	760-01	A920081	DDM	350.00
0946	SP 3	KODAK SLIDE PROJ.	760H	2136122	ELH	275.00
0936	SP 4	KODAK SLIDE PROJ.	850H	--------	ELH	275.00

LIBRARY/LEARNING CENTER

DECAL#	EQUIPMENT#	DESCRIPTION	MODEL	SERIAL	LAMP	PRICE
0450	SP 5	KODAK SLIDE PROJ	850H	2541044	ELH	275 00
0449	MP 1	SINGER 16MM	900	304464	DKM	800.00
0594	MP 8	EIKI 16MM PROJ	SSL-0	13783	EJL	800.00
0598	MP 9	E IKI 16MM	SSL-0	26626	EJL/BRK	845.00
0599	MP10	EIKI 16MM	SSL-0	26623	EJL/BRK	845 00
0454	FS 1	SINGER FILMSTRIP	620	620-05528	DLN	260.00
0947	FS 2	DUKANE FS/CASS	28A9C	594316	CAL	480 00
0435	FS 3	SINGER STUDY MATE			BLC	150.00
0578 T3	FS 4	DUKANE V-P MATIC	28A60A	1191351	DDK	400 00
0905	FS 10	GRAFLEX FILMSTRIP	620	620-04370	DLN	260.00
		SMITH-VICTOR 12V LMP	MICRO 100	-------	FCR	100 00
	PROT PA 1	LECTERNETTE PA	L30-10A	8417		500.00
0407	RP 1	NEWCOMB RECORD PLY	ED 10	492046		100 00
	OHP 1	3M OVERHEAD PROJ	522/121BAM	330871	BYE	350.00
0415	OHP 2	3M OVERHEAD PROJ	66AG	08937G	FCB	350 00
	SCR 1	9'X12'PORT SCREEN				600.00
	SCR 2	70X70TRIPOD SCREEN				120 00
	SCR 3	70X70TRIPOD SCREEN				120.00
	SCR 4	70X70TRIPOD SCREEN				120.00

LIBRARY/LEARNING CENTER

DECAL #	EQUIPMENT #	DESCRIPTION	MODEL	SERIAL	LAMP	PRICE
0551 T3	PRT 1	DIABLO PRINTER	620	16429		
0514 T3		IBM SEL IIITYPEWRITER	670X	27670593528581 2		
0542 T3		HAYES SMARTMODEM	1200	712124450		
0543 T3	FRAC 1	FRANKLIN COMPUTER	ACE1200	61437		
0544 T3	CCM 1	ECM 13"COLOR MON	BM1401	311377		
0572 T3	APP 1	APPLE COMPUTER IIe	A252064	D4C0GM0A252069		APPLE-2-MAC SYSTEMS. 11,668 0
0573 T3	APP 1	APPLE MONITOR	----------	------------		
0574 T3	APP 1	APPLE DISK DRIVE	DISK II	2054674		
0562 T3	MAC 3	MACINTOSH KEYBOARD	M0110	G508M011000502		
0563 T3	MAC 3	MAC MOUSE	M0110	G512M010003430		
0564 T3	MAC 3	MAC DISK DRIVE	M0130	D480GFHM0130		
0565 T3	MAC 3	MAC MONITOR	M0001W	F5122SUM0001W		
0566 T3	MAC 3	MAC PRINTER	A9M0303	773086		
0567 T3	MAC 4	MAC KEYBOARD	M0110	G508M011000486		
0568 T3	MAC 4	MAC MOUSE	M0110	G512M010003417		
0569 T3	MAC 4	MAC DISK DRIVE	M0130	D480C9HM0130		
0570 T3	MAC 4	MAC MONITOR	M0001W	F5120XZM0001W		
0571 T3	MAC 4	MAC PRINTER	A9M0303	778472		
	CD1	CD PLAYER	CD-X2	210812		

SMITH SCIENCE CENTER

DECAL #	EQUIPMENT #	DESCRIPTION	MODEL	SERIAL	LAMP	PRICE
0526 T3	OHP 6	3M OVERHEAD PROJ.	213	538505	ENX	375 00
0455	OHP 7	3M OVERHEAD PROJ	66ARC	671089	BVE	350 00
	OHP 8				DYS	
0496	OHP 9	3M OVERHEAD PROJ	66ARC	671088	BVE	350 00
0591	OHP 16	3M OVERHEAD PROJ.	213	637690	ENX	375.00
0592	OHP 17	3M OVERHEAD PROJ	213	637692	ENX	375.00
	SP 9	KODAK SLIDE PROJ	760H	3666714	ELH	250 00
0499	SP 10	KODAK EKTAGRAPHIC	AF-2	2668747	ELH	250 00
	MP 3	SINGER 16MM PROJ	1115A	1115A02986	EJL	800.00
0956	MP 4	SINGER 16MM PROJ	1000	1000-00988	DKM	800.00
0441	FS 9	GRAFLEX FILMSTRIP	600	600-05029	DLN	325 00
0520 T3	TVM 8	RCA 25" COLOR MON	JGR985WV	250516067		635 00
0512 T3	VTR 9	PANASONIC 3/4" VTP	NV9100A	J2HL00199		1500.00
	WR 1	AIMX WIRELESS REM	MX40A	D502116		400 00

SMITH SCIENCE CENTER

DECAL #	EQUIPMENT #	DESCRIPTION	MODEL	SERIAL	LAMP	PRICE
0580 T3	MAC 1	MAC KEYBOARD	M0110	G508M011000462		2600 00
0581 T3	MAC 1	MAC MOUSE	M0100	G422M010002100		
0582 T3	MAC 1	MAC MONITOR	M0001W	F5120VPM0001W		
0583 T3	MAC 1	MAC PRINTER	A9M0303	769997		
0584 T3	MAC 1	MAC DISK DRIVE	M0130	D480CCUM0130		
0585 T3	MAC 2	MAC KEYBOARD	M0110	G508M011001091		2600 00
0586 T3	MAC 2	MAC MOUSE	M0100	G512M010002995		
0587 T3	MAC 2	MAC MONITOR	M0001W	F5122XGM0001W		
0588 T3	MAC 2	MAC DISK DRIVE	M0130	D480GEWM0130		
0589 T3	MAC 2	MAC PRINTER	A9M030	769972		

PEARCE

DECAL #	EQUIPMENT #	DESCRIPTION	MODEL	SERIAL	LAMP	PRICE
0528 T3	OHP 14	3M OVERHEAD PROJ	213	538512	ENX	375.00
0939	MP 6	SINGER 16MM PROJ	1050	252358	DKM	800.00
0931	VTR 11	SONY VTR	V01800	21323		2700.00
0550 T3	TVM 10	RCA 25" COLOR MON	JJR985RR	349316483		650.00
	OHP 15	3M OVERHEAD PROJ	66ARC	671090	BVE	325.00
0901	OHP 10	3M OVERHEAD PROJ	66 ARC	671060	BVE	325.00
	OHP 11	3M OVERHEAD PROJ	66 ARC	671059	BVE	325.00
0593	VTR 12	PANASONIC VIDEO PY	NV9100A	C5HL0005 1		1500.00

MERSEREAU

DECAL #	EQUIPMENT #	DESCRIPTION	MODEL	SERIAL	LAMP	PRICE
0470	FS 5	DUKANE FILMSTRIP/CAS	28A15A	441302	CBA	500.00
0434	FS 6	SINGER FILMSTRIP/CAS	8880	8880-00074	1195	350.00
0482	FS 7	DUKANE FILMSTRIP/CAS	28A11A	286413	CDX	350.00
	FS 8	DUKANE FILMSTRIP/CAS	28A1A	656067	ERR	500.00
0469	MP 2	BELL&HOWELL 16MM	1552B	4091037	EMM	800.00
0485	SP 6	KODAK EKTAGRAPHIC	AF-2	2732665	ELH	275.00
0474	SP 7	KODAK EKTAGRAPHIC	AF	1571376	CBA	275.00
0486	SP 8	KODAK EKTAGRAPHIC	AF-2	2784734	ELH	275.00
	OHP 3	BESELER OVERHEAD	15710FCB-CC	W5348R	FCB	350.00
0490	OHP 4	3M OVERHEAD	567	710308	BVE	350.00
	MCR 1	MICRO DISIGN READER	4010	024434	FCS	600.00
	OPQ 1	VU-LYTE OPAQUE PROJ	12300	B197606	DRB	550.00
	TR 12	SUPERSCOPE CASSETTE	C-206LP	0XU080200		250.00
0492	TR 13	WALLENSAK CASSETTE	2570AV	00005568		400.00
0488	TP 1	SYNCHROPLAYER	TE821	5343		250.00
0487	TP 2	SYNCHROPLAYER	TE821	5269		250.00

MERSEREAU

DECAL #	EQUIPMENT #	DESCRIPTION	MODEL	SERIAL	LAMP	PRICE
0468	TVM 5	SONY 19"COLOR MON	KV1910	535077		625.00
0467	VTR 6	SONY 3/4"VTR	V01800	12280		2700 00
0489	VTR 7	SONY 3/4"VIDEO PLAY	VP1200	16302		1400.00
0478	TVM 6	SONY COLOR MON	KV9000U	107185		325.00
	TVM 7	SONY COLOR MON	KV9300	019118		325.00
0595	TVM 11	RCA COLOR MON	JKR985RR	526110711		625.00

COX HALL

DECAL #	EQUIPMENT #	DESCRIPTION	MODEL	SERIAL	LAMP	PRICE
0977	OHP 5	3M OVERHEAD PROJ	213	360487	ENX	375.00
	SP 1	KEF CARLTON III SPK	SP3020	012802		300.00
	SP 2	KEF CARLTON III SPK	SP3020	012911		300.00
	SP 3	ALTEC SPEAKER	893A	391948		150.00
	SP 4	ALTEC SPEAKER	893A	391948		150.00
	SP 5	DYNACO SPEAKER		19-715216		150.00
	SP 6	DYNACO SPEAKER		19-715317		150.00
	TR 14	SONY R/R TAPE DECK	TC252D	34997		450.00
	TT 5	TECHNICS TURNTABLE	SL-B350	MS5205E322		100.00
	TT 6	PIONEER TURNTABLE	PL-2	CL73578H		115.00
	TT 7	TECHNICS TURNTABLE	SL-B350	MS5204E205		100 00
	AMP 6	NAD AMPLIFIER	3155	401450		375.00
	AMP 7	KENWOOD AMPLIFIER	KA3500	553358		250.00
	AMP 8	PIONEER AMPLIFIER	SA500	PG16796		250.00
	TR 15	JVC CASSETTE REC.	KD-1636-2J	07440149		375.00

MATHEMATICS LABORATORY

Student teaching assistants are hired to give assistance to other students in the math lab. The lab is open 10 to 12 hours per week with a schedule published at the beginning of each semester.

The laboratory is supervised by Stephen Brown of the Mathematics faculty. Dr. Brown recruits and trains the student assistants who are usually junior and senior mathematics majors. Additional training is provided by the staff of the Learning Center.

Students are encouraged by their instructors to seek help in the math lab. In some cases, instructors may require that students spend time in the lab. Records of lab activity are kept by the teaching assistants.

MUSIC

The main music building (Cox Hall) is one of the oldest buildings on campus but one that has many good qualities for music. Its construction is eclectic but mostly of a pseudo-tudor style.

The teaching studios are large, compared to many modern buildings, with high ceilings and full plastered walls for adequate sound-proofing. The building includes one classroom and one studio classroom, eight teaching studios and one large classroom used by the preparatory department. There are eleven practice studios on the second floor. Five of these were built in 1975 and are sound-proof rooms. Six of the other practice rooms have had sound-proof material added. There is an organ practice room upstairs and one small recital auditorium downstairs which contains a 14-rank pipe organ, a 7 foot Steinway grand piano, and seats for 200 persons. There are two small offices upstairs that are used by part-time personnel.

The other auditoriums used by the department are housed in the campus church. This building has auditoriums which seat 700 and 1600 persons. The smaller auditorium is used extensively for recitals and concerts. Both auditoriums have full concert grands. The College owns the concert grand in the smaller auditorium.

Climate control is excellent in the campus church. Cox Hall auditorium has humidifiers for the dry winter months to protect the organ and 7 foot Steinway piano.

A room in Cox Hall and one in the campus church are used for instrument storage. The College owns two tape decks, one of professional quality. There are four stereo sets, three are kept permanently in classrooms and one is movable.

Four listening posts, a tape deck, a cassette player and a compact disc player are available in the main library in a room with the recordings.

ROBERTS WESLEYAN COLLEGE

Music Department Instrument Inventory

May 1986

Instrument	Make	Serial	Purchased	Replacement
Piccolo	Armstrong	M678	1969	$ 600.00
Piccolo	Schreiber		1969	200.00
Flute	Bundy	87601	1963	250.00
Flute	Olds	66074	1963	250.00
Oboe	Bundy	817	1963	350.00
Oboe	Perier	3243	1963	350.00
Oboe	Armstrong	3228555	1984	350.00
English Horn	Lorree	E215	1983	3200.00
Clarinet	Yamaha	12296	1984	250.00
Clarinet	Yamaha	16948	1984	250.00
Clarinet	Bundy	227880	1963	250.00
Clarinet	Bundy	311625	1963	250.00
Clarinet	Bundy	310218	1963	250.00
Clarinet	Bettone	C1287	1963	250.00
Clarinet	Bundy	227941	1963	250.00
Clarinet	Bundy	437288	1963	250.00
Clarinet	Bundy	227930	1963	250.00
Clarinet	Bundy	632465	1963	250.00
Clarinet	Bundy	311538	1963	250.00
Clarinet	Bundy	227927	1963	250.00
Clarinet	Bundy	311409	1963	250.00
Clarinet	Bundy	437124	1963	250.00
Clarinet	Normandy	39590	1967	250.00
Clarinet	Selmer	09598	1977	250.00
Clarinet		111	1963	250.00
Clarinet in A	Buffet	237351	1984	1200.00
Clarinet in Eb	Buffet	118844	1963	1200.00
Alto Clarinet	Vito	1796	1964	1100.00
Bass Clarinet	Leblanc	7436	1963	2500.00
Bass Clarinet	Vito	2115B	1964	1500.00
Contra-Bass Clarinet	Leblanc	101	1964	5000.00
Tenor Saxaphone	King	140923	1963	800.00
Tenor Saxaphone	King	8000	1963	800.00
Saxophone	Howard	1720	1980	350.00
Alto Saxaphone	Armstrong	2971391	1980	400.00
Baritone Saxophone	King	394039	1963	2500.00
Bassoon	Kohlert	76433	1963	6000.00
Bassoon	Kohlert	76526	1963	6000.00
Trumpet	Holton	367819	1964	300.00
Trumpet	Holton	367941	1964	300.00
Trumpet	Holton	373170	1964	300.00
Baritone	Conn	E59858	1966	500.00
Baritone	Reynolds	3495	1980	1500.00
Baritone	Conn	L54507		1500.00
Trombone	Holton	188239		300.00
Trombone	Holton	368037	1964	300.00

Instrument	Make	Serial	Purchased	Replacement
Trombone	Conn	174148	1978	300.00
Trombone	Holton	368010	1964	300.00
French Horn Single	Holton	206660		750.00
French Horn Single	Conn	48503		750.00
French Horn Double	Holton	370703		1300.00
Tuba	Miraphone	6365		5000.00
Tuba	Sear			5000.00
Sousaphone	Conn	420034		3000.00
Timpani (set of 4)	Ludwig			5000.00
Snare Drum	Ludwig		1963	200.00
Bass Drum	Ludwig		1963	300.00
Cymbals (1 pr.)	Zildjian		1966	200.00
Marching Cymbol	Zildjian		1963	100.00
Parade Drum	Ludwig	193736	1965	150.00
Parade Drum	Ludwig	193736	1965	150.00
Scotch Bass Drum	Ludwig		1965	200.00
Chimes	Deagan	11553	1967	3500.00
Marimba	Deagan		1966	1500.00
Gong & Mallet	Ludwig		1967	750.00
Bell Lyra	Ludwig		1969	300.00
Tenor Drum	Ludwig	193732	1965	150.00
Tenor Drum	Ludwig	193827	1965	150.00
Percussion Cabinet	Wenger		1967	400.00
Woodblock	Ludwig		1974	10.00
Triangles (2)	Ludwig		1974	20.00
Tambourines (2) 10"	Ludwig		1974	40.00
Maracas			1974	20.00
Suspended Bass Drum Stand			1974	150.00
#300 Tuner	Peterson		1974	150.00
Orchestra Bells	Musser	1588	1974	500.00
Snare Drum	Ludwig		1974	150.00
Strobotuner	Conn	37700	1966	250.00
Mallets			1979	
Timpani Covers			1979	
Sticks			1979	
Cymbol Stands			1979	
Bongos	Interstate		1979	50.00
Tuner	Seiko		1980	100.00
Trumpet	Yamaha	YTR 2320 013250A	1984	350.00
Trumpet	Yamaha	YTR 2320 013147 A	1984	350.00
Flute	Armstrong	34 41633	1984	350.00
Trumpet	Yamaha	024700A	1985	350.00
Trumpet	Yamaha	024974A	1985	350.00
French Horn	Yamaha	YHR 668-001025	1986	1200.00
Stereo Equipment				1500.00
Headphones	Koss			145.00
Pioneer Turntable			1983	100.00

Strings

Violin #1	Stad Model	A210 62-2283	1974	500.00
Violin #2	Strad Model	235		500.00
Violin #3	Gaspar DaSalo	E	1974	500.00
Violin #5	Strad Model			500.00
Violin #6	Strad Model			500.00
Violin #7	Strad Model			500.00
Violin #8	Guarneri Model	123		500.00
Violin #9	Strad Model			500.00
Violin #10	Strad Model			800.00
3/4 Violin #1	Roth	A 2113/4 632789		450.00
3/4 Violin #2	Roth	A 301 3/4 14717	1974	450.00
3/4 Violin #4	Roth	301 3/4 5 4694	1974	450.00
2/4 Violin #5	Roth	301 3/4 5 4670	1974	450.00
Int. Viola #1 (14")	Roth	E 105 63-2837	1974	600.00
Int. Viola #2 (14")	Roth	E 105 62-2200	1974	600.00
Int. Viola #3 (14")	Roth	105 64-9460	1974	600.00
Viola #1 (16")	Meisel	7310 9877		600.00
Viola #2 (16")	Meisel	7300 807		600.00
Viola #3 (15 1/2")	Meisel			600.00
Cello #1		10012		800.00
Cello #2	Roth	Al-1044		800.00
Cello #3	Meisel	10024		800.00
Bass #1	Meisel	3600 3/4 16826		900.00
Bass #2	Kay	M-1 49652		900.00

Bows

13 Violin Bows	80.00 ea.
4 3/4 Violin Bows	60.00 ea.
1 Small Viola Bow	80.00
3 Viola Bows	90.00 ea.
4 Cello Bows	100.00 ea.
3 Bass Bows	125.00 ea.

Piano

Waters-Autola upright	80262	before 1969	500.00
Gibbbons and Stone upright	6066	before 1969	500.00
Behning grand	50123	before 1969	5000.00
Baldwin	235184	before 1969	2500.00
Lester grand	234933	1979	5000.00
Kawai	364819	1971	2500.00
Chickering grand	5-19-1908	before 1969	8000.00
Kawai	K725909	1975	2500.00
Wurlitzer grand	M	1969	5000.00
Steinway grand	166772	1969	10000.00
Kawai	K725912	1975	2500.00
Kimball	795704	1972	2500.00
Baldwin	313936	1977	2500.00
Kawai	K729503	1975	2500.00
Weber upright	70100	before 1969	500.00
Steck upright	144774	before 1969	500.00

Baldwin	242099	before 1969	2500.00
Baldwin	242203	before 1969	2500.00
Baldwin	242102	before 1969	2500.00
Baldwin	309840	1977	2500.00
Kawai	364831	1970	2500.00
Baldwin	242097	before 1969	2500.00
Baldwin	242094	before 1969	2500.00
Mason & Hamlin grand	B50269	before 1969	
Baldwin upright	41006	before 1969	500.00
9' Kawai Concert grand	800	1971	20000.00
Wurlitzer	1588671	1979	2200.00
Wurlitzer	6005324	1979	2200.00
Baldwin	D201563	1980	2500.00
Kawai	K725909	1980	2500.00
Wurlitzer	F-098	1979	2200.00
Wurlitzer	170817	1981	2200.00
Wurlitzer	1708147	1979	2200.00
Kawai	364831	1980	2500.00
Wurlitzer	1032042	1982	2200.00
Steinway	499820	1987	25000.00

Pipe Organ - 14 ranks	A.David Moore	1973	110,000.00

2 KEF C-20 Speakers	1987	500.00
1 Rotel R-820 Amps	1987	

updated Jan. 1988

PHYSICAL EDUCATION

With the completion of the newly constructed Life Fitness Center in 1987, Roberts Wesleyan College is able to meet the needs of expanding programs in physical education, health and athletics. These programs include:

- Instructional programs in physical education
- Intramural sports for men and women
- Intercollegiate athletic competition for men and women
- Recreational and physical fitness activities for students, faculty, staff, and the community

The entire facility is dedicated to and designed around a central focus: to promote a realistic commitment to health and fitness at Roberts and the surrounding community. Roberts Wesleyan College is committed to enabling students, faculty, staff, and the community to incorporate regular exercise into their lifestyles.

The Physical Education Department of Roberts Wesleyan College is staffed by four full-time faculty. The department services the three semester hour geneal education requirement of all Roberts Wesleyan College students and offers the New York State Coaching Certification through a nine hour block of courses as approved by the State Education Department.

SCIENCE LABORATORIES

The Merlin G. Smith Science Center houses ten well-equipped science laboratories. These include four biology labs, three chemistry labs, two physics labs and one earth science lab. These laboratories are supplemented seven stockrooms, three instrument rooms, three preparation rooms, a photographic darkroom and a research laboratory.

Several major pieces of equipment have been donated by industry. These include a magnetic mass spectrometer, an autoclave, a nuclear magnetic resonance spectrometer, and a liquid scintillation spectrometer. Title VI and National Science Foundation grants have provided equipment for biology, chemistry and physics. This equipment includes an air table and accessories for physics, physiographs and accessoriesfor biology, and $12,000 worth of equipment for recombinant DNA experiments in genetics and biochemistry.

SCIENCE LIBRARY

The science library is housed in the Merlin G. Smith Science Center. The library seats 24 students and is primarily a study area. It is also the site for the math lab in the evenings.

Most of the 2331 volumes in the library are books and journals placed there by faculty members for student use.